Name:    Adam Meador                                                                    ITEC 7410, Semester: Spring 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* |
|---|---|---|---|
| "Software programs, including RAZ KIDS, Reading A-Z, BrainPop, Jr., tumblebooks, IXL Math, and Samson's classroom, are being purchased to help differentiate instruction among all students" (BES School Profile, 2014 p.18). <br><br> "As updates are needed, the purchase of Laptops, Desktops, Net Books, Mimio Interactive Boards, iPads/iPods will ensure that technology will be integrated into the curriculum to support students 'understanding and application" (BES School | iPad mini usage is predominantly drill and practice in nature. More collaborative, student-centered, and project-based engagement with the mobile devices is necessary to reach the full potential of the mobile platform. <br><br> The majority of student desktop usage is devoted to RAZ KIDS, Reading Renaissance, and ABC Mouse drill and practice activities. | The Assistant Principal of BES has expressed interest in the exploration of allocating $4500 of Title 1 funds to implement after school technology focused professional development opportunities for teachers to target low performing learners. <br><br> Teachers indicated on the external scan survey an interest in more in depth professional development opportunities regarding new technologies. | Professional development is sporadic and often only occurring on early release or teacher workdays. More professional learning opportunities focused on technology would be beneficial. <br><br> Teachers fall into the trap of underutilizing devices and predominantly use the devices for drill and practice activities. |

| | | | |
|---|---|---|---|
| Profile, 2014 p.18). <br><br> "STAR Reading, STAR Math, and Early Literacy Test (ELT) Assessments will be utilized for weekly, monthly, and quarterly testing to determine student weaknesses in establishing RTI groups. These assessments will be reviewed, and shared with parents throughout the school year" (BES School Profile, 2014 p.21). <br><br> "Funds are allocated for all teachers to be trained in Best Practices, some of which include higher order thinking skills" " (BES School Profile, 2014 p.23). | | | |

***Summary/Gap Analysis:***

    Technology use at Buford Elementary School is evident and can be seen in all classrooms in the form of student engagement with laptops, desktops, net books, Mimio Teach Interactive Systems, and iPad minis. Teachers integrate and differentiate instruction in a variety of ways with the embedded classroom technology at BES. An overwhelming majority of teachers have successfully integrated whiteboard technology into their daily instructional activities. Software program and iPad mini usage at present are primarily drill and practice in nature. A partial explanation for the drill and practice usage with the iPad minis is that widespread classroom implementation is in its first year. As time goes on, teachers should be encouraged by administration and other school technology leaders to further explore more Constructivist avenues of classroom instruction in the form of student-centered and project-based learning activities with the iPad minis. Additionally, teachers should continue with the execution of using research-based best practices with technology and instruction on a daily basis.

***Data Sources:***

Reed, M., & Simpson, D. (2014, August 7). Buford Elementary School 2014-2015
       School Profile. Retrieved March 4, 2015, from http://goo.gl/5HBfKv

| 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 <u>believe</u> 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 |
|---|---|---|---|
| Administration frequently administers digital surveys to stakeholders.<br><br>All external scan survey participants indicated that they felt technology made them more effective at teaching content standards. | Buford City Schools does not have an official vision for technology use. Currently the only literature regarding system technology is the acceptable use guidelines.<br><br>The SIP includes only surface details and information about technology resources and usage. Additional technology information and usage information would be beneficial in the future school profile and SIP. | One stated goal of the BCS Digital Leadership Academy is to "create a visionary technology plan for Buford City Schools" (BCSS DLA Draft, 2014). This is future goal and task of the Digital Leadership Academy. Additionally, work is being done to determine K-12 technology standards for BCSS. Additionally, consideration for a shared technology vision should be explored.<br><br>Through the use of targeted | Digital Leadership Academy meetings are frequently unattended by key administration. One concern is that the work of the DLA will be not utilized to inform future decisions regarding technology within the system.<br><br>Without a clear technology vision for BCSS, the potential for divergent administrative views on 1:1, mobile device implementation, and technology infrastructure needs emerge causing discrepancies in the definition of where the system is |

| | | survey instruments, stakeholder feedback, and consistent meetings and discussions, the Digital Learning Academy can begin to define and outline a shared technology vision for BCSS. | going. |
|---|---|---|---|

*Summary/Gap Analysis:*

    Leaders of Buford City School System regularly scan for stakeholder feedback by administering frequent digital survey instruments. Very often a large percentage of these scans and survey instruments are devoted to assessing stakeholder perceptions on the use and effectiveness of technology within the system. This frequent bottom-up scan cycle is synonymous with the ideals presented in ISTE's Essential Conditions. Although leaders do a great job acknowledging and monitoring feedback, one concern is the noticeable absence of a shared technology vision of Buford City School System. This is an opportunity for growth and this need can be potentially be met with the work of the BCSS Digital Leadership Academy in conjunction with administration of BCSS.

*Data Sources:*

BCSS Technology: Acceptable Use Policy and Guidelines. (n.d.). Retrieved March 15, 2015, from
http://static1.squarespace.com/static/53aa3ff9e4b0c4c72b173989/t/54109b8fe4b0bf02ce458b50/1410374543913/technology_brochure.pdf

External Scan Survey Results:
https://docs.google.com/spreadsheets/d/1AJ1OtRX55sZAjjKqR2tnZqxTWsM26ukVa1Q7_mWvqtA/edit?usp=sharing

Davis, J. (2014, June 12). Buford City Schools Digital Leadership Academy Draft.
        Retrieved March 4, 2015, from http://goo.gl/I0aVeJ

---

### 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 |
|---|---|---|---|
| While there isn't a dedicated technology plan for BCSS, the BHS 2012-2013 School Profile does outline strategies for student engagement. The BHS SP (2013) states, "All teachers will engage students with technology by utilizing projectors, Interwrite tablets, student response systems, online educational resources, appropriate blogging, and website information" (p. 67). Additionally, the BHS LSPI (2015) states, "All teachers will plan engaging, differentiated lessons that effectively integrate technology" (p. 14).<br><br>Some technology guidelines are embedded and integrated into the SIP and profile of BHS and BES. | Buford City Schools does not have a developed and written technology plan. One possible explanation for this could be the relatively small size of the school system.<br><br>Due to the lack of a clear technology plan, the personnel of BCSS have a limited perception of plans set forth by administration involving technology. | Administration should continue support for the regular meetings and discussions of the BCSS Digital Leadership Academy. This continued support could yield the production of not only a shared vision but also an adequate plan to bring forth strategic and targeted positive change in the areas of ICT and digital learning resources.<br><br>There is opportunity to get rich stakeholder feedback in regards to technology and future directions for BCSS. This stakeholder input should help guide the creation of the system technology plan. | The task of bringing into fruition the technology plan could prove daunting to administration and the DLA and thus is at risk for getting shelved indefinitely.<br><br>The absence of stakeholder input regarding technology is a potential threat. |

*Summary/Gap Analysis:*
   While there is currently no defined technology plan for BCSS, there is great opportunity for bottom-up feedback and decision making from all levels of stakeholders within the system to help guide the creation of a future technology plan. The work of the BCSS Digital Leadership Academy is crucial to not only drafting a shared vision but also overseeing the creation of the BCSS technology plan. There is much evidence to support that technology is a chief system and school concern given the abundance of resources available to students and teachers. Administration should see the implementation of a clear and defined technology plan as a necessary step in sheltering the system from the unforeseen consequences of not having one and to also serve as a guide for all stakeholders.

*Data Sources:*

Bitterman, B. (2012, July 1). Buford High School - School Profile Plan 2012-2013. Retrieved March 14, 2015.

Buford High School - Local School Plan for Improvement (LPSI) 2014-2015. (2014, July 1). Retrieved March 14, 2015.

Davis, J. (2014, June 12). Buford City Schools Digital Leadership Academy Draft.
        Retrieved March 4, 2015, from http://goo.gl/I0aVeJ

### 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 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 |
|---|---|---|---|
| Instructional settings and classrooms consistently have access to a minimum of three to five desktop computers, five iPad minis, Mimio Teach Interactive Systems, a projector, and printer.

Parent access to technology is available during school hours and provided in the Media Center at the Parent Resource Center. Parenting books, pamphlets, and computers with high-speed internet | Special Education, EIP, and ESOL typically get new technologies after all other classroom teachers have been outfitted with new technology initiatives and implementations. This is a concern.

With BES being a Title 1 school there are definitely "digital divide" factors at play with students and families in a lower socio-economic status. Adequate wireless and internet connections as well as mobile device access | Continued focus on making the Parent Resource Center the best it can be will continue to extend equitable access to all families within the community.

*English Yes I Can!* classes extended to ELL families could provide embedded access to technology. Utilizing classroom technologies with this program is worth exploring as it could extend opportunities to more diverse subsets of parents. | Continued lapses in providing Special Education, EIP, and ESOL with current equipment in the yearly technology refresh cycle put these areas at risk and this is a threat to the diverse populations within BES.

With BHS projected to get 75% of all system technology funds for the 2015-2016 school year, there is a potential threat to adequately maintain technology infrastructure at the |

"SWOT Analysis for Technology Planning Needs Assessment    Meador 7"

| access are provided to all parent stakeholders. | are concerns for this demographic. | | other schools within the system. |
|---|---|---|---|

**Summary/Gap Analysis:**

    A range of access to technology is available to the stakeholders of Buford Elementary. The majority of classrooms have between three to five student desktops. In addition to this, classrooms are outfitted with five iPad minis, Mimio Teach Interactive Systems, a projector, and a printer. Parents are provided access to technology through the Parent Resource Center. Access to three MacBook Pro laptops with high-speed internet access and various parenting resources are available to parents on a weekly basis. Classrooms are regularly outfitted with as needed technology upgrades on an annual basis. One area of concern is that regular classrooms are prioritized over Special Education, EIP, and ESOL classrooms in regards to technology refresh cycles. Equal consideration of these classrooms when doing annual technology upgrades will ensure equitable access to all demographics of students. There is much opportunity to continue and grow equitable access areas at Buford Elementary. Continued focus on strengthening the Parent Resource Center and infusing technology more so into the *English Yes I Can!* class series would promote further equitable access to parent and community stakeholders. Finally, there is a wealth of technological resources available to all students within Buford Elementary. The continued emphasis of holding technology as a paramount concern will further ensure that all students have equitable access.

**Data Sources:**

Reed, M., & Simpson, D. (2014, August 7). Buford Elementary School 2014-2015
       School Profile. Retrieved March 4, 2015, from http://goo.gl/5HBfKv

SY13 Annual Technology Inventory:
https://dl.dropboxusercontent.com/u/39732818/SWOT%20Data%20Sources/SY13%20Data%20File%20Upload%201.2%20DOE%20Inventory.pdf

---

### 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 |
|---|---|---|---|
| Technology focused professional development is continuously offered to personnel and support staff on early release days, teacher workdays, and optional before school sessions.<br><br>Teachers are proficient in the use of the Mimio Teach Interactive Systems and Mimio Notebook software. They effective collaborate in the creation of Mimio Notebook lessons and share these resources via the public network access storage drive.<br><br>Teachers have a functional skillset with productivity software programs like: Microsoft Word, Microsoft Publisher, and Microsoft PowerPoint.<br><br>Teachers are proficient in the use of online resources like Renaissance Learning and Learning A-Z. | Teachers are not adept in using digital resources like the iPad minis to increase classroom engagement and collaborative student-centered learning.<br><br>An overemphasis of drill and practice usage of the iPad minis and student desktops is an area of concern. This overemphasis suggests that additional professional development is needed to help teachers expand their thinking about the technology resources.<br><br>Teachers are not proficient in use of the newly implemented Google Apps for Education tools. | The school is looking into the acquisition of document cameras for each classroom. There is opportunity there to increase levels of engagement within the classroom.<br><br>Increasing the teachers' fluency with Google Docs could open some new possibilities to collaborative lesson planning.<br><br>Through the use of Google Forms, teachers could increase their effectiveness with assessment strategies. | Personnel are not adept in utilizing Google Apps for Education tools to full potential. This is a concern and it would be unfortunate for such good resources to sit idle.<br><br>Professional development is routinely one-shot sessions. More in depth trainings are necessary to utilize the technology resources to full potential. |

***Summary/Gap Analysis:***
    Teachers at Buford Elementary have an exceptional skillset when utilizing the Microsoft Office and Mimio products. Additionally, teachers are extremely proficient when using the online resources available to them like Renaissance Learning and Learning A-Z. One

area of concern is the limited use of the Google Apps for Education products available to them. Reasons for this could be due to the program's recent implementation and a lack of appropriate professional training on its use. Additionally, teacher's frequent drill and practice usage of iPad minis and student desktops suggests that additional training and professional development is needed to expand the scope of teachers perceptions of how technology resources can be utilized to increase student engagement. Finally, the personnel of Buford Elementary are a highly knowledgeable team as evidenced by the BES School Profile. Administration should continue to provide as many technology related professional development trainings as fiscally possible. This will ensure that all personnel at Buford Elementary are skilled and knowledgeable about current and emerging technologies.

*Data Sources:*
Section IV: Resources and Support Systems Faculty Qualifications p. 38 BES SP
Reed, M., & Simpson, D. (2014, August 7). Buford Elementary School 2014-2015
      School Profile. Retrieved March 4, 2015, from http://goo.gl/5HBfKv

---

| 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* |
|---|---|---|---|
| "Funds are allocated for all teachers to be trained in Best Practices, some of which include higher order thinking skills" " (BES School Profile, 2014 p.23). | Buford Elementary has a broad range of personnel in regards to technology skillset. Adequate professional development is in place to address the needs of beginning level technology users. More emphasis is needed | Administration has the opportunity to embed into teachers' workweeks technology focused professional development. This will address the threat of poorly attended optional PLCs. | Optional technology related professional development sessions are poorly attended. This is primarily due to a lack of time by personnel.

Professional development is |

| | | | |
|---|---|---|---|
| Professional learning needs are informed by stakeholder feedback. Semi-annual survey instruments (LearningForward Standards Assessment Inventory and Survey Monkey surveys) regularly address professional development concerns in the areas of technology.<br><br>Pre and post-planning days, early release days, and teacher workdays typically include at least one to three technology related professional development sessions.<br><br>Administration regularly sends teachers to conferences around the area with the condition that re-delivery is a stipulation of conference attendance. Additionally, administration encourages to attendance and redelivery of technology related curriculum issues. | on providing professional development opportunities for the intermediate and advanced technology users.<br><br>Due to fiscal and calendar restraints technology focused professional development is for the most part one-shot sessions. This is a weakness and more extending and refining sessions are needed to help personnel retain newly acquired technology skills. | The BCSS Digital Learning Academy is exploring the creation of online technology related modules as part of a system technology wiki extended to all system personnel. This could address some of the professional learning gaps at BES.<br><br>The Assistant Principal is exploring the use if Title 1 funds towards paying teachers for the creation and participation of technology related professional development. While these professional learning opportunities will not be during the workday, it is likely that attendance will be a non-issue due to paying attendees for their time. | routinely one-shot sessions. External scan survey respondents have indicated a need for more in depth technology professional development. Continuing with minimal one-shot professional learning sessions is a threat and area of concern. |

**Summary/Gap Analysis:**

The administration of both BCSS and BES place high value on providing personnel with rich technology related professional development opportunities and this is evident in the semi-annual use of Standards Assessment Inventories and survey instruments like Survey Monkey. Additionally, administration of BES frequently sends regular classroom teachers and non-homeroom teachers to area conferences with the condition of professional development redelivery as a stipulation of attendance. Fiscal and calendar constraints are frequent roadblocks to implementing more professional development opportunities as is the case with most schools. Because of these constraints, frequent one-shot sessions are provided while additional extending and refining sessions are often unaddressed. This is an area of concern. To continue providing personnel with quality technology related professional development opportunities, multiple sessions need to be delivered to address the learning needs of beginning, intermediate, and advanced technology learners.

*Data Sources:*

External Scan Survey Results:

https://docs.google.com/spreadsheets/d/1AJ1OtRX55sZAjjKqR2tnZqxTWsM26ukVa1Q7_mWvqtA/edit?usp=sharing

Professional Development Correspondence:

https://dl.dropboxusercontent.com/u/39732818/SWOT%20Data%20Sources/Buford%20City%20School%20System%20Mail%20-%20Fwd_%20Professional%20Learning.pdf

Reed, M., & Simpson, D. (2014, July 31). Buford City Schools Focus For Professional Learning 2014-2015. Retrieved March 5, 2015, from https://www.dropbox.com/s/nicno2db4j0c5cz/BCS%20Focus%20For%20Professional%20Learning.pdf?dl=0

Reed, M., & Simpson, D. (2014, July 31). Teaching and Assessing for Learning Professional Learning Plan. Retrieved March 5, 2015, from https://www.dropbox.com/s/8jof71av6a9s852/Professional%20Learning%20schedule%202013-14.pdf?dl=0

---

## 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 <u>instructional</u> issues when teachers try to use technology in the classroom?*

| Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|
| Buford Elementary School implemented a full time IT Support Specialist beginning in the 2013-2014 school year. This addressed growing concerns of effective mobile device management. | BCSS administration does not allocate for funding for Instructional Technology Integration Specialists within the schools or system. Each school within the system is allotted one break/fix support | As the BCSS community and system grows, there are opportunities to begin moving technology leaders within the schools into more dedicated roles like Technology Integration Specialists. | BCSS Administration could place a greater importance on curriculum integration support and also technical support.

One potentially damaging element is the technology |

| | | | |
|---|---|---|---|
| BES typically gets approximately three to five thousand dollars yearly of PTO allocated fundraiser funds to devote to technology infrastructure needs. This helps accelerate responsiveness when break/fix issues arise and system funds are depleted.<br><br>The IT Support Specialist is very knowledgeable and quick to respond and understands that swift response is pertinent to the continuity and quality of instruction at BES. | technician. Reasons for this are unclear and it is likely due to system budget constraints.<br><br>The IT Support Specialist cannot address instructional needs and issues of teachers. His background is strictly Information Technology and not Instructional Technology. | | refresh cycle. At present, the four schools within the system cycle each year in regards to equipment updates. This can leave schools quickly out of date and inadequately prepared to address 21$^{st}$ Century curriculum needs. Administrative consideration should be devoted to a rethink of inclusion of all schools on the yearly refresh cycle.<br><br>Another concern is the volatility of the BCSS Technology Director position. Previous directors were phased out abruptly and gaps in filling the position occurred. The director turnover rate and gaps are a threat to the stability of the technology support staff environment and put the system at risk. |

*Summary/Gap Analysis:*

     Administration of BCSS began funding a full time IT Support Specialist at BES in the 2013-2014 school year. This addressed gaps in break/fix coverage brought about by increasing mobile infrastructure and mobile device management concerns. Prior to the 2012-2013 school year, all break/fix technician duties fell on the Technology Teacher at BES. While administration effectively addressed growth from a technical support standpoint, the administration of Buford City School System should begin exploring fund allocation towards embedded Technology Integration Specialists at each school to address gaps in support of curriculum integration issues with technology.

*Data Sources:*

Evidence of system technology support staff:
http://bufordcityschools.squarespace.com/technology/

Evidence of Technology Director turnover rate:
https://dl.dropboxusercontent.com/u/39732818/SWOT%20Data%20Sources/Director%20Turnover.pdf

---

### 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 |
|---|---|---|---|
| Teachers frequently integrate into ELA lessons, Standard 6 of the Common Core Anchor Standards for Production and Distribution of Writing, "With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers."  Teachers have a diverse catalog of lesson plans, streaming media clips, and Mimio Notebooks that are readily available on the local network access shared storage folder that both grade levels have | Teachers have a limited awareness of the NET-S standards. Most have knowledge of the embedded technology standards within the Common Core ELA standards.  A majority of teachers see technology instruction as the sole responsibility of the Technology Teacher.  With the abundance of standards from the Common Core, QCCs, and NET-S it can be difficult for teachers to locate these and thus have an understanding of the full scope | The BCSS DLA is currently working on vertically aligned K-12 technology standards required of all personnel within BCSS. This is currently in progress and completion is expected in the Spring of 2015.  More targeted best technological instructional practice professional development sessions are needed. There is opportunity for BCSS administration to support this when the agreed upon K-12 technology standards are rolled out to system teachers. | With all of the many requirements asked of teachers on a daily basis, technology standards might not be seen as a priority or worse the responsibility of the technology leaders within the school.  More professional development is needed to make teachers aware of technology standards and the importance of addressing these. |

| | | | |
|---|---|---|---|
| access to when on site. This allows for rich collaboration as well as scaffolding and vertical planning and alignment. | of technology instruction necessary to produce effective 21st Century learners. | | |

**Summary/Gap Analysis:**

    Teachers at Buford Elementary School regularly integrate Common Core Anchor Standards for Production and Writing into their ELA lessons. Outside of this, limited knowledge of NET-S standards is the case with the majority of teachers. While BCSS administration is addressing this and utilizing the BCSS DLA to draft required K-12 technology standards, more can be done in the areas of professional development addressing the awareness of technology standards and curriculum integration strategies. Additionally, administration should place implementation and integration of these standards as the responsibility of all teachers not just the technology leaders within the schools.

**Data Sources:**

BCSS DLA Draft of K-12 Vertically Aligned Technology Standards:
https://dl.dropboxusercontent.com/u/39732818/SWOT%20Data%20Sources/K-12%20Technology%20Standards%20Chart%20-%20In%20Progress.pdf

Sample lesson plan with ELACCKRF1 standards listed emphasizing writing with digital resources:
https://dl.dropboxusercontent.com/u/39732818/SWOT%20Data%20Sources/Plans%20Hh%20Sept%201-5.pdf.

**Appendix A**

**Shared Vision Survey Results**

| Timestamp |
|---|
| 2/15/2015 15:19:55 |
| 2/15/2015 15:23:25 |
| 2/15/2015 15:24:36 |
| 2/15/2015 16:23:59 |
| 2/15/2015 16:39:15 |
| 2/15/2015 18:38:47 |
| 2/16/2015 12:56:17 |
| 2/17/2015 0:04:04 |
| 2/18/2015 7:31:45 |
| 2/18/2015 7:55:02 |
| 2/18/2015 7:56:49 |
| 2/18/2015 8:13:01 |
| 2/18/2015 10:47:35 |
| **Indicate your total years of teaching experience.** |
| More than 10 years |
| More than 10 years |
| 4-7 years |
| More than 10 years |
| More than 10 years |
| More than 10 years |
| 4-7 years |

| |
|---|
| More than 10 years |
| More than 10 years |
| More than 10 years |
| More than 10 years |
| More than 10 years |
| More than 10 years |
| |
| **Are there any groups of students that you feel do not have the necessary skills needed to successfully use the technology within the school?** |
| students with disabilities, English language learners, economically disadvantaged students, Hispanic students |
| All students have the necessary skills to use the technology within the school |
| all could have the skills if they are taught |
| students with disabilities |
| economically disadvantaged students |
| All students have the necessary skills to use the technology within the school |
| All students have the necessary skills to use the technology within the school |
| students with disabilities, English language learners, economically disadvantaged students, EIP students |
| English language learners, economically disadvantaged students, EIP students |
| All students have the necessary skills to use the technology within the school |
| students with disabilities |
| economically disadvantaged students |
| All students have the necessary skills to use the technology within the school |
| **Which areas should the school be addressing more in regards to technology in the schools?** |
| I think in our k-1, an excellent job is done with regards to technology. I think stronger, long-term emphasis on basic keyboarding skills should begin by 2nd grade. |
| Families of ELL and low income families |
| Keyboarding skills, individualized phonics programs |

| |
|---|
| I cannot think of an area per say. I think we do a lot to teach our students through the computer labs and through iPads/Mimeos in the classrooms. |
| I would like to have access to a wider variety of Ebooks. It would also be nice to have more iPads in the classroom with headsets. A document camera would be beneficial as well. Some teachers could benefit from more professional learning to help them feel more comfortable with technology. |
| I think that schools place too much emphasis on one-to-one intiatives and instruction. I think educators should receive more professional developmeng on collaborative learninb with the devices they have. |
| More in-depth and follow-up training for teachers when new programs are added. We do a great job of having a basic introduction to programs but I would love to have more advanced classes after we've had a chance to explore and try out these programs in our classroom. |
| Writing profiency - |
| Basic use of technology for the kids and also providing more learning opportunities for the teachers and sample lessons with the use of technology. |
| Basic research sites and how to use them |
| Economically disadvantaged students |
| Keyboarding and basic PC skills. |
| I think we do a great job integrating technology into the classroom, but if I had to pick one area, I would pick: |
| Typing skills/appropriate hand formation on the keyboard |
| **Is there an academic content area that could benefit even more from additional technology?** |
| All |
| ELA, Math, Reading, Science, Social Studies |
| phonics |
| ELA, Math, Reading, Science, Social Studies |
| ELA, Math, Reading, Science, Social Studies |
| ELA, Math, Reading, Science, Social Studies |
| Math, Science |
| ELA |
| ELA |
| Science, Social Studies |
| ELA, Math, Science |

| |
|---|
| ELA |
| ELA |
| **Which areas should the school be addressing less in regards to technology in the schools?** |
| not sure |
| None |
| Accelerated Reader goals |
| I know that more iPads are being bought for classrooms. I feel that most of the time, these should be used in small group instruction. Whole class instruction is important too with iPads, but I think to get the most out of them for our K/1 students we need to use them in small groups. I think they need to use a variety of technology, which includes the desktops in the classrooms. |
| Desktop computers. I prefer to use iPads with the students and they are more engaged when using iPads. |
| Focusing on one type of device or platform. Students should be exposed to a multitude of technologies, applications, and implementations. |
| Assessment - I think we overuse technology in this area (AR/ELT). |
| There is no area that should be addressed less. With common core standards, all areas should incorporate technology. |
| I think less carts to check out and more technology per classroom is more beneficial. |
| none |
| Renaissance Learning |
| Less time playing games on the ipads. |
| I do not think there is an area to be focusing on less. |
| **Are there any groups of students that you feel do not have adequate access to technology within our school?** |
| economically disadvantaged students |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |

| |
|---|
| English language learners, EIP students |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| students with disabilities, English language learners, EIP students, Regular classroom students |
| All students have adequate access to technology within our school |
| All students have adequate access to technology within our school |
| **How can our school better compete with more technologically focused systems?** |
| Have system for students to rent or "check out" laptops for completing assignments; have lab access after school or on weekends. |
| We continue to improve each year by adding more technology. I would love for each student to have his /her own ipad. |
| A computer for every child with individually paced learning like what K12 has for its cyber schools. |
| Visit them and ask questions about how they do things. We can learn from them, but also see what we are doing better than they are. |
| I think we are on par with or above other school systems in the area. |
| I think the answer lies in professional development. If teachers understand how technology makes their job more productive, they will use it with greater frequency. I don't think we need to worry about what we don't have or what we want until we are maximizing what we have. |
| I feel like we have a lot of technology (and use it well) compared to most school systems but maybe having a device for every child? |
| Provide portable devices for each child to take to and from school. Have a more updated system that can equip teachers with necessary wifi capabilities |
| We need to be in the other schools seeing how they are implementing new technology. I think this means not just sending technology people but classroom teachers so they can talk with the technology people and let them know yes we can do that or no we will need a lot of support. Teachers need to have some incentive to start using more technology in the classroom. |
| I believe other systems have a "plan" to address current needs and upcoming needs. I do not feel we have a plan. |
| It would be nice if we had one to one technology/iPads |
| We eventually need to have a device for every child. This doe not have to be a tablet at every grade level. There are many different ways to use technology other than apps on tablets. Our students should be able to use all types of technology. |
| Students bringing their own devices to school |
| **Do you feel you possess the technological skills necessary to create a learning environment necessary to engage a 21st Century learner?** |
| No |
| No |

| |
|---|
| Yes |
| Yes |
| Yes |
| Yes |
| No |
| No but could if had more training |
| Yes |
| Yes |
| Average |
| Yes |
| No |
| **Do you feel you have adequate technology in your classroom to sustain a learning environment necessary for engaging 21st Century learners?** |
| No |
| No |
| No |
| Yes |
| Yes |
| Yes |
| Yes |
| No |
| for first grade |
| Yes |
| Average |
| No |
| would love an "Elmo" |

| **How do initiatives like a device for every student or students bringing devices from home affect our school?** |
|---|
| It would even the field for students from low-income families. |
| A device for every student would allow whole group lessons where every student interacts at one time instead of waiting for his or her turn to "touch" the device. Students gain much more from doing than watching. |
| It would open the door to the possibility of adopting different kinds of curriculum that allow students to learn at their own pace while teachers act as facilitators instead of fountains of information |
| I think there is an advantage, but with our age level I'm not sure how that would work. |
| To my knowledge, our school is not involved in any such initiative. Our students are a bit young to handle the responsibility of safely transporting a device from home. |
| I think there is too much emphasis placed on BYOD and one-to-one. More doesn't necessarily equal better. I think students working together in pairs and small groups with a single device are both more productive and a better use of the technology. |
| We would have the ability to incorporate technology into our lessons more often. It would also increase student engagement and allow for more differentiated instruction. |
| It would make a large impact on our Title One kids. These kids and families need access to technology. |
| Bringing a device from home in a K-1 setting scares me. It puts a lot of responsibility on the teachers to look out for the devices. If every student was provided a device and it stayed at school it would be helpful in planning lessons. |
| I believe in having a device for every student is beneficial. I do not necessarily believe that bringing a device from home would benefit our students. Once again, there is not plan of how to make this work. |
| A device for every student would allow for a positive learning environment, save time and create equality. When every student does not have a device, we have to share, borrow from others, etc.... |
| I think this is a great initiative. I think there needs to be a balance in funding for these devices and available funds to keep the teachers technology up to date at the same time. I feel that the technology I use for presentations and whole group teaching is being left behind due to funding for individual devices. Both are important. |
| I love this idea, but do worry about the self-esteem of those who do not have a device from home to bring to school. |
| **Does technology make you more effective at teaching content standards?** |
| Yes |
| Yes |
| Yes |
| Yes |
| Yes |
| Yes |

| |
|---|
| Yes |
| Yes |
| No |
| Yes |
| Yes |
| Yes |
| Yes |
| **What are the immediate technological needs of our school?** |
| Updated software and computers, etc. to support the "latest and greatest".<br>Time and support for Staff development<br>- not just to show the technology but to check in w individuals and teams while they're using it in classrooms as well as to suggest ways to incorporate it in plans. |
| Document cameras, headphones, more devices like iPads,etc. |
| The latest and greatest iPad for every student plus docking stations w/keyboards |
| I think document cameras would be very beneficial. |
| In my opinion, we immediately need headphones for all existing iPads. |
| I would say that we still need to focus on infrastructure before anything else. |
| - Separate Raz kids accounts for every teacher<br>- Headphones for iPad minis<br>- Document cameras |
| More iPads, other techno teaching tools that will make us more proficient with teaching. |
| We need more in the classroom. With 21 students and doing small groups, one group always has 6 and there are not enough desktops. We can put that students on the ipad mini but it does not always have the same stuff that is on the desktop. It goes the same way with 5 ipads. One student gets left out or we have to borrow from another teacher and chances are they are doing the same lesson at the same time. |
| Of course, we could always use more ipads. |
| One to one |
| Updated lap tops or desktop PCs. |
| "Elmo" document cameras for all classrooms. |
| **Do you feel like your opinion matters when it comes to decisions made about the direction of technology within the school?** |

| |
|---|
| No |
| Depends, the lower grades most times are considered last when we should be first to give them the earliest exposure. |
| No |
| Yes |
| Yes |
| Yes |
| Yes |
| I would like to think so |
| sometimes |
| sometimes |
| Yes |
| No |
| Yes |
| **What are the long-term technological needs of our school?** |
| Same as above |
| devices for each child |
| A device for every child, better Wi-Fi |
| Anything that will keep us up to par with the other systems. |
| More student iPads, document cameras, iPads for each teacher, and/or updated laptops for teachers. More reliable classroom printers would be nice. |
| Upgrading teacher and student devices. Providing all teachers with tablets. Proviging all classrooms (including resource teachers) with handheld devices and headsets. |
| - More iPad minis<br>- New laptops for teachers (Macs?)<br>- More professional learning |
| Consistent upkeep and updated systems. |
| We need to stay up with the times and the teachers need to be in the loop on new technology. |
| We need to stay focused on the goals of how we want to use the technology to educate the students. There really needs to be a better plan for |

| |
|---|
| this that is long term. |
| Not sure because technology is always changing from day to day and it changes rapidly. It's hard to gage what we will need in the future. |
| A device for every child and updated tap tops and PCs for the classroom. |
| more I pads for each classroom |
| **What areas can be strengthened in regards to technology-related professional learning?** |
| How to plan and incorporate in classrooms with the current technology<br>More staff development |
| We often reteach how to use programs/technology instead of inducing new things. |
| Exposing new teachers to all the curriculum available online, like the math texts and how to find AR reports. New teachers are left to stumble across those on their own. |
| Just more training as new things come along. |
| I think some teachers would benefit from in-classroom tutorials. |
| Training on what we have and how we can use it more effectively and not training for devices and software not in place or that won't be available for months after the training. |
| Like I said above, we need follow-up training after we've been introduced to a new program. Also, I would love to have more ideas/ways to integrate technology into our lessons - not just the basics on how to use a program but specific ideas about using technology to meet standards. |
| More hands on training |
| I think not only teaching the teachers about the technology but plan sample lessons that can be actually seen in action. |
| It is great to learn of a new app - etc. . . but we need to have more time to learn about the different apps and programs so when it comes time to use it in the classroom - we are extremely familiar with it. |
| Allowing all to attend when there is professional learning. Often times EL teachers miss out on the learning because we are also redelivering at the same time. |
| We have great staff development, but need more time to practice using these skills. Sometimes we get too many new skills or operating systems thrown at us at one time and teachers get overwhelmed so they don't use any f it. |
| Anything that has to do with all the new social media (this is huge a weakness for me). |
| **How can our school better prepare students for the 21st century?** |
| Continually increase focus on developing life long learners who are challenged and stimulated to make themselves and their world a better place . |
| We are making gains to better prepare them but are slow to take the big steps. |
| Teach keyboarding/typing skills that will also reinforce spelling skills |
| ??? |

| |
|---|
| I think our school is doing a great job of preparing students for the 21st century in an age-appropriate manner. |
| We need to develop a set of standards for what children should be doing with and learning about technology. The standards should be amended as technology changes. |
| Stay up-to-date with current technology and give students opportunities to use technology often and across the curriculum. |
| By preparing the teachers |
| Stay on top of the newest technology and train teachers to use it with their students. |
| The most important thing to me is to teach them to be independent learners and thinkers. |
| Continue to take on new things that are out there and have people in the building that are up to date on new technology to share with others. |
| Our students need to be able to use a keyboard and put together presentations, papers, and so forth to be successful in higher level learning environments. Too much time on tablets seem to hinder these skills. |
| Look at what other leading schools are doing and see the data to see if it supports what they are doing. |
| **If needed, how do we change our school to better meet the technology needs of all students?** |
| not totally sure- |
| We are making the necessary changes...slowly. |
| Update all ipads |
| Just keep the communication open. |
| We are on the right track. |
| We should not over rely on the Technology Teacher to handle all aspects of technology instruction. Learning with technology should occur whenever and wherever it is the best tool to increase student learning. If we want students to be effective with technology, they have to use it daily in meaningful, challenging ways. |
| I think we do a great job of meeting the technology needs of all students. |
| Provide more training for better use of technology provided and keep technology updated. |
| More devices in each child's hands. |
| I really don't think our school needs to be changed. |
| One to one |
| |
| I think we are doing a great job. You can always have more of everything, but our K/1 kids have a access to a lot of great resources (desk tops, mimio, ipads, ) |

| **What skills do students need to succeed in the 21st century?** |
|---|
| Communication skills; written, oral, and technology-based; global understandings and frameworks; |
| At our level, students need more experience and exposure to technology throughout the school day. They need more practice typing and completing daily activities using technology. |
| Reading, spelling, writing, arithmetic, foreign language, logic, technology |
| They will need the skills that will come along with new kinds of technology. |
| How to use the internet to conduct research and complete projects, typing/formatting documents, how to independently navigate/use devices, how to use technology to communicate |
| They need to understand the basics of all platforms. They should be knowledgeable about video and slideshow productions. They should know what software and websites are used for certain applications (word processing, databases, finding information, etc.). They need to have basic troubleshooting skills to solve simple problems like conhectivity issues. |
| Basic typing and word processing skills, the ability to navigate web-based programs, making PowerPoints for projects, using learning tools such as Quizlet, etc. |
| Technological skills will be in the forefront for all students. Proficiency in these skills will be needed to be successful in all subject areas. |
| For first grade I think the kids need the basic computer skills, be able to navigate and know the vocabulary that involves a computer, be able to communicate back and forth with a device, etc. |
| Creativity, independent thinking, problem solving. Unfortunately, apps do not necessarily teach these things. |
| They need to be aware of new devices/apps out there to help them learn. They need to know how to use the internet as a resource to help them with their learning. |
| Our students need to be able to use a keyboard and put together presentations, papers, and so forth to be successful in higher level learning environments. Too much time on tablets seem to hinder these skills. |
| They need to understand the software/programs that are available to them , within the specific piece of physical technology they are using, |
| **What skills do teachers need to support students' success as 21st century learners?** |
| Same |
| Many of our teachers need to improve their own skills using technology (myself included). The more we know, the more we can teach our students. |
| Technology know how, use of Microsoft Office, how to interpret assessment data in order to adjust for curricular needs of students |
| They need to be open to new ways of using technology and not be afraid to ask for help. I think our tech team does a wonderful job of holding hands if needed. |
| Teachers must understand and be comfortable with technology before they can help their students be successful with it. They must also appreciate and value the way technology can enhance and enrich teaching and learning. |
| Teachers need an in depth knowledge of all devices, software, and applications available to them. They also need to know what children in each grade level should be able to accomplish given their age, prior exposure, and previously mastered skills. |

| |
|---|
| Teachers need the technological skills to be able to utilize the devices and programs at their school but they also need to be able to teach the students to use them. They need training in how to effectively integrate technology into their lessons across the curriculum. |
| Consistent updated training and education in the use of technology in the classroom. |
| I think most teachers are way behind in knowing what is out there in regards to technology. I think there should be a monthly optional meeting to inform teachers of new things or new ways to implement technology in the classroom. There is so much a teacher has to do in just teaching their students everyday, it would be nice to have at least a monthly catch up meeting in technology. |
| Teachers need to be informed of the goal of the technology - not just to learn to put more apps on ipads. Teachers need to learn to use the technology to teach the creative, problem solving skills. |
| Teachers need the TIME to practice on devices/apps/internet resources to help their students' learning. In return, I feel that they need to start putting such in their lesson plans. One or two people on each grade level should "plan" for technology to use in the grade level lesson plans. |
| |
| As much extra training as available because not everyone is super tech savoy. |