

SWOT Analysis by Cynde Reneau 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>-Every teacher has a laptop and iPad or iPod touch. -Darlington has created an overall project-based learning vision that will incorporate time during each week devoted just to PBL. - Students in 4th grade all have iPads and Students in 8th grade are a part of a 2:1 program with Macbooks provided and iPhones/iPod touches required</p>	<p>-Middle and High school Math and Language teachers are using technology for drill and practice only. -Not all grade levels are 1:1 and the US COW is old and causes a high frustration level for teachers and students. -Wireless sometimes becomes bogged down with too many devices online. It needs to be revamped.</p>	<p>-1:1 program will extend from 2 grade levels to 6. -Purchase new computers for the US COW. -Assess and project how the PBL project is progressing by evaluating the student's projects and posting those projects online for parents and sister schools can see. -A new innovative lab for the lower grades will be in place for the next school year.</p>	<p>-A few teachers will not engage in project-based leaning that our new vision has put in place. -Upper School (10-12) are not a part of the 1:1 yet, so there could be potential issues with PBL for students who do not have computers.</p>

Data: Darlington School's technology plan, SIP, Technology inventory and check list, school website, committee meetings and progress.

Summary/Gap Analysis: Darlington initiated their first 1:1 and 2:1 program in the 4th and 8th grade for the 2012 school year. The teachers involved in this program directly worked hard to make this program a success by attending professional development classes, working with technology leaders and developing projects and ways to incorporate the new technology into the classroom in such a way that brought out creativity and learning by solving real world skills. Student-Centered learning should remain the top priority for the school.

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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>
<p>-Darlington has a clear and official vision for Technology. -Darlington has developed a Technology Integration Team to help develop a stronger technology vision for the school. Technology team used surveys to students and teachers to gain information on how the 1:1 program was doing.</p>	<p>-Vision needs to be a little more concrete and long term, specifically pinpointing how it will grow with technology.</p>	<p>-Send out surveys to teachers and students on how they'd like to see the school progress with technology.</p>	<p>-Some teachers don't share the vision of technology and do not incorporate technology into the classroom.</p>

Data: Technology Integration team data and analysis, Survey (Teacher, Parent and Student), SIP, Technology Plan and Vision

Summary/Gap Analysis: The technology integration team all share the same vision and help to spread the new ideas across to teachers who are not yet on board with technology. The technology and over all school vision stays at a high priority for the school the administrators, technology leaders and TnT committee all work together to improve the plan continuously.

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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>-Two teams have been created to continue the technology planning at Darlington – TnT (technology integration team) and the Academic committee</p> <p>-A new technology coordinator and a technology integration specialist was hired this year to help plan and organize the</p> <p>-Technology is a part of the schools overall improvement plan</p>	<p>-The plan talks about the technology itself more that how it will be used in the classroom</p>	<p>-Having two new technology employees it can bring more to the school as far as how to integrate technology into the classroom.</p>	<p>-Time constraints for teachers and leaders. It's difficult for these committees to find enough times to meet during the school year.</p>

Data: Technology Integration team notes, SIP, Vision and Technology Plan

Summary/Gap Analysis: The TnT team and academic committee are comprised of strong technology leaders. It consists of the IT director, the technology coordinator, the integration specialists and many teachers who are pioneers with technology in the classroom. These committees are instrumental in helping to incorporate in the schools overall vision and SIP. The committee must continue to meet, plan and address the PBL program and how technology will be used in the classroom in the future as well as brining in more technology. Maintaining a slow progression toward more 1:1 levels is important but aggressive action is a low priority.

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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>-Every teacher has a laptop and most have a Smartboard in their classroom.</p> <p>-Students in 4th grade all have iPads(extending to 5th and 6th for 2013 year)</p> <p>-Students in 8th grade all have MacBooks (extending to 7th and 9th for 2013)</p> <p>-LS has a lab for PreK-4th</p> <p>-US has 2 mobile labs</p> <p>-MS has 2 mobile labs</p> <p>-Students are allowed to bring mobile devices and laptops and connect to the schools wireless</p> <p>-Solid wireless infrastructure (for current numbers)</p> <p>-Parents, students and teachers all have access to assignments, grade book and other useful tools on the schools website that was developed all in-house</p>	<p>-Several of the mobile labs have non working devices that need to be replaced</p> <p>-Wireless will need to be upgraded again as the count of 3-4 devices per person becomes the norm.</p> <p>-1:1 is not in every grade level yet making different devices in certain grade levels making it difficult for integration on some levels.</p>	<p>-Posting on the website the preference for apple products for those students not in the 1:1 and bringing their own devices.</p> <p>-Providing every teacher with a MacBook instead of some with macs and some with PCs</p>	<p>-Too many devices on the network can cause downtime or dips in network access.</p> <p>-Funding in the future could be an issue as more 1:1 grade levels are added.</p>

Data: Technology inventory, IT meeting notes, Technology Plan

Summary/Gap Analysis: Darlington School has excellent technology but as they are moving from a PC to a mac school they struggle with having the same types of access. Teachers who have Macbooks and are trying to integrate technology run into issues with

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projects when some of their students who bring in their own devices don't have an apple product. This will remedy itself as the school moves to an all mac school in time. The LS lab will be revamped summer 2012, replacing 4 year old PCs with all new iMacs. All day students have an admission requirement to have internet access at home. All boarding residents have internet access as well as 3 desktops in each dorm room to use if their computers are non functional or if they do not have a computer. Printers are provided in every department and each dorm room.

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>
-A large portion of the teachers are tech sufficient and use the website for grades, attendance, assignments, blogging, and forums. -IT staff are integrated with the technology academic staff making a larger more efficient department. -Technology Coordinator has 10 years of experience in technology integration and over 20 years in the computer field -3 Teachers are skilled in the flipped classroom	-Many teachers are not skilled in PBL and use technology only for dills and daily work/research. -Some teachers don't understand differentiated learning and do not use it in the classroom. -2 support staff members in one central location for 1500+ computers can cause delays when there are complications.	-Moving the 2 support staff to different locations on campus instead of one central location will help with delays in repair/troubleshooting. -Providing more classes and a knowledgebase will help increase the number of skilled professionals	-Adding more computers on campus and not adding more IT staff. -Teacher's time constraints for professional development to gain more skilled professionals

Data: Teacher observations by the Instructional Technology Coordinator. Journal notes of each teacher's progression by the Instructional Technology Coordinator.

Summary/Gap Analysis: Sustaining these highly experienced and skilled teachers and staff members should be of the highest priority for Darlington School. Many teachers at Darlington School are very tech savvy using the outstanding website developed in-house for blogging, grades, attendance, assignments and submissions. Since the IT and academic technology staff are integrated into 1

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department the schools overall technology plan works in a streamline rather than one department after the other department to work together. Each staff member of the IT department branches over into the academic side making technology work for the school in a positive way. Several teachers are skilled in the flipped classroom providing students with lessons at home to do homework and gain those skills they may have missed during lectures. Having flipped classrooms has caused a positive effect on test scores.

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>
-Professional development opportunities are offered to every teacher in technology -Technology Integration Specialist keeps a PD calendar teaching several classes each month -Technology Integration Special keeps an ongoing PD Wiki for teachers to see what opportunities are coming up -Technology Integration Specialist and the IT director brought Apple, Inc. to the school for intensive 2-day workshop for many teachers. Formal -Teachers involved in the iPad 1:1 meet weekly for on-going iPad training- Informal	-Teachers are not required to attend PD all the time. -Some of the PD classes provided in-house are low attendance. -Teachers feel stressed with the current work and some feel technology is just something they don't want to deal with -Technology PD is integrated into the overall PD opportunities	-Summer institute offering many classes to our teachers and eventually opening it up to other teachers to make PD money for the school -Online PD opportunities for teachers in the summer so they can enjoy their summer while attending a PD online anywhere in the world.	-Teachers will not attend classes if they are not mandatory -Teachers are not willing to give up what little time they have to learn technology so it's sometimes ignored.

Data: Professional Development Plan, SIP, Apple survey to teachers after apple PD, NSCD Standards, TnT committee notes

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Summary/Gap Analysis: Darlington School has an outstanding budget and professional development plan. The Technology Integration committee work hard to develop plans and budget for teachers to gain technology knowledge to continue on with good technology integration into the classroom. Almost all teachers know the technology basics and many are very technology savvy. Creating the new PBL plan for next year has helped teachers to jump on board with more PD and get excited for the up-coming year. The extended 1:1 for next year has provided many teachers with more and much needed PD and will give them the opportunity to use the devices for differentiated and challenge based learning.

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>-Technology support ticketing system developed in-house exists for requesting help quickly.</p> <p>-2 support staff is available onsite for troubleshooting and 4 more standbys if needed.</p> <p>-96% of all technology in use is fully functional.</p> <p>-Larger budget for newer technology more frequently</p> <p>-IT staff has positive attitude toward teaching and learning</p> <p>-IT staff are integrated with the technology academic staff making a larger more efficient department.</p>	<p>-Support staff is in a central location and can cause delays in repairs.</p>	<p>-Rotating older technology out and moving in newer devices.</p>	<p>-Adding more and more technology with the 1:1. program and not adding more IT staff.</p>

Data: IT meeting notes, Technology inventory, Technology Coordinator analysis and notes

Summary/Gap Analysis: Darlington School has very few weaknesses and threats with their technology support. The staff is very knowledgeable and represents a very positive attitude toward teaching and learning. Most IT staff does not understand the reasons for schools and do not support teachers in the way they should be supported. Most IT departments have negative attitudes that can cause

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difficulty and frustration between teachers and technology itself. This IT department holds teachers and the institution in the highest regard and it really gives the school a positive foundation in technology. This IT department goes out of its way to help with instructional issues and how to use technology into the classroom. IT staff are integrated with the technology academic staff making a larger more efficient department, which helps with technology integration.

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>-Darlington School developed a 21st century skill set that was based on the NET-S Standards</p> <p>-Along with the overall skill set a grade level skill set is being developed</p> <p>-Standards are being covered an integrated into each classroom</p>	<p>-NET-S have not been explained to parents, students and teachers</p> <p>-Lesson plans for the classroom have not been developed for the overall and grade level skill set</p>	<p>-Technology Coordinator and integration specialist will develop and integrate curriculums to overlay those technology skill sets.</p> <p>-Post on the website our skill set as well as how it aligns with the NET-s Standards</p>	<p>-Teachers are not always on board for technology integration into their own curriculums.</p> <p>-Some teachers still feel the traditional classroom is still the most effective therefore not including any technology curriculum or skillset into their classroom.</p>

Data: Technology Coordinator notes, NET-S Standards website, Lesson Plans

Summary/Gap Analysis: Darlington School should keep curriculum framework at a high priority. The 21st century skills gives the school a strong technology foundation. Since standards are covered in the skill set the teachers will be able to teach those standards and integrated them into their classroom curriculum.