

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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SWOT Analysis for Technology Planning Centennial Academy (formerly Centennial Place Elementary School)

ESSENTIAL CONDITION ONE: Effective Instructional Uses of Technology Embedded in Standards-Based, Student-Centered Learning

ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.

Guiding Questions:

- *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>All day-to-day instruction, with and without technology, is research based, collaboratively planned, and aligned with Common Core Georgia Performance Standards. All lesson plans include a technology component.</p>	<p>Although all teachers create and use interactive flipcharts with students, Promethean boards are still most often used as projection devices.</p> <p>Students use technology primarily to create documents or for research.</p> <p>Students are unfamiliar with digital copyright rules.</p>	<p>The Atlanta Public Schools IT strategic plan focuses on improving teacher and leader effectiveness, increase parent, student and community engagement, increase employee capacity and leadership, strategically manage and leverage technology (Atlanta Public Schools, 2012)</p> <p>State standards include technology competencies embedded within curriculum bands rather than as a separate curriculum.</p> <p>8th grade state technology</p>	<p>Frequent directives from District officials announcing initiatives and technology tools are delivered with limited planning or training and often interfere with established practices</p>

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

		assessment	
<p>Summary/Gap Analysis:</p> <p>Day-to-day instruction is aligned to research-based best practices. Technology use at Centennial Academy is a basic part of instruction at all grade levels from Kindergarten through 5th grade. Teachers use technology to prepare lessons, find resources for students to use, and communicate with parents and peers. Teachers regularly access Georgiastandards.org for lesson planning needs and to find recommended resources. However, the level and variety of technology being used varies. Nearly every teacher can create interactive flipcharts and uses them when available, however Promethean boards often serve as projectors for resources. Digital resources used are standards-based, such as those available through Discovery Network. While 4th and 5th grade students may be expected to complete online research they are often finding information to answer questions on an electronic document that they then e-mail to the teacher. When they are required to create a product to demonstrate their learning, students usually use word processing to make posters or brochure, frequently with much content copied and pasted. Younger students most often use technology for drill and practice activities. Some assessments such as Renaissance Learning’s <i>STAR Reading</i> and <i>STAR Math</i>, and district benchmark Computer Adaptive tests are completed online. State standards that include technology embedded within common core strands provide motivation to use technology but assistance in what that means on a day-to-day basis is not made clear. In addition, it is not unusual for the Atlanta Public Schools district IT department to contract or purchase a technology solution without input from schools or even district educational technology specialists, and then impose the solution on schools without warning or training. For example, midway through the 2013-14 school year computers were removed from all Centennial classrooms and replaced with only half as many desktop computers running Windows 8 and requiring each individual student to log in to use any resources. Although these computers were more efficient, there was no training provided for teachers, and students were frustrated because it became twice as difficult to use the new computers because of conflicts with our school network. The network upgrade also disconnected all teachers from printing capability when settings were changed without warning.</p>			

ESSENTIAL CONDITION TWO: Shared Vision
<p><i>ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.</i></p>
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>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?</i> • <i>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</i>

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>All teachers at Centennial Academy agree that research-based use of technology is vital to provide authentic and student-centered activities, and is important for creating and administering assessments.</p> <p>Centennial Academy teachers agree that digital-age learners must have many opportunities to use varied technology tools to create knowledge.</p> <p>Technology resources and use are described throughout the Centennial Place School Improvement Plan (2013).</p> <p>Parents agree that access to up-to-date technology is critical for 21st Century students.</p>	<p>In spite of a shared vision, there has been less effort on communicating this technology vision to stakeholders.</p>	<p>The opening of Centennial Academy with new staff members is an opportunity to create a new research-based vision for instructional technology.</p>	<p>We are at risk of having a vision for technology imposed upon us by network vendors or the school district because we have not taken charge of our school technology planning.</p>

Summary/Gap Analysis:

Centennial Place faculty and staff share a vision that technology is a cornerstone of instruction at our school and should be embedded throughout research-based instruction. Technology is needed to provide authentic student centered activities as well as 21st century assessment, and is critical to improving student achievement of CCGPS and preparing tomorrow's workforce. Parents are equally

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

committed to this vision of a technology rich school. However, although the beliefs of parents, teachers, and stakeholders are similar, we have not attempted to describe explicitly in writing what that means for daily instruction and communications. Also, although we share the concept of using technology to facilitate instruction, our school has not been successful and explaining and communicating this vision to our stakeholder, partly because we still need to describe and define our technology vision. The coming school year sees Centennial Academy incorporated as a new charter school with new hires making up nearly half our faculty. This innovation has required considerable re-visioning for our overall school mission and function, but that effort has focused more on marketing and team-building than on instructional principles. The addition of new, young, energetic staff members gives us the opportunity to create a new technology vision. Since there have been no formal efforts to define a technology vision, this process can be started through surveys, focus group presentations and discussions. If we do not define our technology vision and use that to guide our technology planning process we are at risk of having our technology needs defined for us by vendors and contract network administrators.

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>Technology use for instruction and assessment is integrated into the School Improvement Plan.</p> <p>The Atlanta Public Schools IT strategic plan states a focus on improving teacher and leader effectiveness, increasing parent, student and community engagement, increasing employee capacity and</p>	<p>The most recent school technology plan was created in 2008-2011 by district educational technology specialists and has not been updated.</p> <p>The district technology plan has not been shared fully with schools or stakeholders so we cannot determine whether that plan coordinates with the State</p>	<p>The opening of Centennial Academy with new staff members in 2014-15 is an opportunity to create a new research- based vision and plan for instructional technology.</p>	<p>Frequent changes in district administration often lead to changes in technology planning and infrastructure.</p>

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

leadership, strategically managing and leveraging technology (Atlanta Public Schools, 2012)	Technology Plan.		
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Summary/Gap Analysis:

Centennial Place Elementary School does not currently have an adequate plan aligned with a shared vision for school effectiveness and student learning using technology. The school has had five completely different technology plans between 1998, when the school opened, and 2008, when the last three-year plan was written by district educational technology staff. All of these plans focused heavily on equipment and software. What references exist to instruction refer to using specific software and websites. The technology plan has been allowed to expire, which means current technology use and acquisition has not been planned, although it is focused on research-based best practices. However, the School Improvement Plan (Centennial Place, 2013) refers to technology use as a means to strengthen instruction and support research-based best practices for student learning activities and instruction. The Atlanta Public Schools Information Technology Strategic Plan describes technology implementation vaguely, relative to instruction and student learning. However, the IT department’s focus on efficiency and capacity means that technology decisions for the district are often made with limited input or engagement from school-based end users. For example, the recent network upgrade and computer refresh process cost teachers weeks in time and effort as they struggled to use the new network system and computers, which were installed suddenly without any warning or training.

In order to effectively develop a school technology plan, school leaders must first designate effective technology planning as critically important to guide research-based innovations for student achievement. A planning team representing all stakeholders must participate in visioning activities and setting instructional goals that incorporate technology effectively, and begin the technology planning process. Along the way, steps toward creating a dynamic, living technology plan must be communicated to all faculty members, staff, parents and other stakeholders.

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?*

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

- *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>Library allocations include funds for subscription digital resources for all students.</p> <p>School personnel are supportive of innovations such as using personal devices for accessing resources in class.</p> <p>Teachers each have a school issued laptop for instructional and planning use.</p>	<p>Not all families have computer or internet access at home to support student learning.</p> <p>Digital resources cannot always be downloaded for access off-line, but require an Internet connection for use.</p>	<p>Making media center facilities available after hours and on weekends allows families and students access to technology resources.</p> <p>Implementing use of new Kuno tablets will help allow us to embrace digital conversion for student access to digital resources in the classroom.</p> <p>Parents are active partners in ensuring the school has up-to-date technology equipment and digital resources through fundraising and advocacy efforts.</p>	<p>Disruption caused by scheduled school construction can negatively impact access to networks.</p> <p>Teachers are discouraged by district administrators from using school-issued laptops away from the Centennial Academy campus or during school holidays, weekends, and summer, which are traditional planning and professional learning times.</p>

Summary/Gap Analysis:

Centennial Place has more technology equipment and access than many other schools in the district. This is largely due to the efforts of our principal, PTA and school foundation insisting on, and purchasing when necessary, up-to-date equipment. Our media specialist is also vigilant in ensuring prompt, effective technical support. However, there are still challenges. All classrooms at Centennial Place have interactive whiteboards and teachers participate in the Promethean Planet network for access to an international database of interactive flipcharts. All classrooms also have four Internet-connected Thin Client desktop computers for student use. Teachers have to plan for technology activities as a learning center since most classes contain 22 students. There are 21 desktop computers in the media center, and two technology labs containing 30 and 20 desktops respectively, so teachers can schedule technology-embedded large group lessons. Nearly all teachers are innovators in finding and creating engaging, standards-based student-centered learning opportunities. Most are willing to use their personal iPads and use smartphone apps for classroom management, and activities requiring sound recording or photographs. All teachers have district-issued laptops for use in the classroom with Promethean Boards

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

and for lesson planning and communications. However, despite the common and frequent need for teachers to use their laptops during holiday breaks for professional learning and lesson planning, it is common for district technology administrators to require all teachers to surrender their laptops at the end of the school year. They are also discouraged from using the laptops after hours for lesson planning or assessment activities. Parents are also prevented from using school computers unless they use their child's personal network log in credentials.

There are other challenges to ensuring technology access. Although the school is relatively well equipped, wireless network access is problematic. One reason Centennial Place has not acquired iPads or other tablets for student use is because we suspect our wireless access points cannot handle the bandwidth traffic, as we are accustomed to frequent connectivity problems with teacher laptops, such as during professional learning events. Also, not all families have computers or internet access at home, which means students must be at school to use digital resources. One solution being considered is extended hours for our library media center so that families can use resources and computers for personal learning.

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>
100% of teachers are skilled users of technology including social media for creating materials, lessons, and communicating with colleagues and parents.	Some staff members have reported being fearful and unfamiliar with using new platforms. New staff expectations for network access may become	A level of proficiency in technology use is mandated by the district as a condition of employment. Beginning the school year with a new organizational model	District mandated technology proficiency assessment focused on practical use of tools and programs rather than on accessing digital instructional resources.

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

<p>Teachers actively use digital resources in their classrooms, and incorporate these resources into assignments and student learning materials.</p> <p>All administrative communications and documents are provided electronically to teachers</p> <p>Teachers regularly access and download activities, standards, and resources for classroom instruction.</p> <p>All but 1 staff member responded to recent Google survey as being comfortable using e-mail and social media; more than half reported having used Google docs to collaborate with colleagues.</p>	<p>frustrated by poor connectivity and software security.</p>	<p>allows Centennial Academy to establish standardized use of and access to management and communications tools.</p> <p>Teachers who are familiar with creative tools such as video and audio editing and animation have offered to teach these tools.</p>	
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Summary/Gap Analysis:
 Nearly all faculty and staff at Centennial Place could be considered competent consumers of technology and media. All are familiar with standard productivity tools, accessing and downloading resources, and communicating with peers and parents. Most have multiple e-mail accounts which they use for different roles. There is an expectation that all communication will be electronic, and newsletters and announcements are delivered through e-mail. Many teachers have experience in using video or teleconference applications, video creation, and participating in blended professional learning or graduate courses. Since a level of proficiency in technology use is expected as a condition of employment in the district, all teachers have passed the required technology assessment and participate in annual *LoTI* assessments, and new hires have demonstrated proficiency. Our principal even interviewed new teachers via Skype this year after they submitted sample video of their teaching practice. However, the district technology assessment emphasizes productivity tools and programs rather than creatively using digital instructional resources, reinforcing lower standards both in expectations and technology professional learning opportunities. In preparation for the coming school year, teachers and administrators responded to a brief survey regarding their experience with Google products and social media, since school administrators, after suggestions from teachers, decided we will be using those platforms for internal collaboration, presentations and

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

communication.

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>
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SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

<p>Technology-related technology professional development is planned based on requests from teachers and needs analyses.</p> <p>District educational technology specialists are available to provide professional learning upon request.</p>	<p>Scheduling district educational technology specialists is not always convenient to meet teachers' urgent needs.</p> <p>There is limited follow-up or support for professional learning provided by district educational technology specialists.</p> <p>Professional learning is usually in a traditional workshop format with little opportunity for teachers to practice skills.</p> <p>Technology professional development has tended to focus on specific skills or tools rather than on embedding 21st century learning skills into student lessons.</p>	<p>Several Centennial Academy teachers are certified and experienced technology coaches.</p> <p>Many Centennial Academy teachers pursue their own technology professional learning based on their own interests and could be incentivized to formally share their knowledge with peers.</p>	<p>Professional development provided by the district typically "one size fits all" without any effort at needs assessment.</p>
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Summary/Gap Analysis:

Centennial Place teachers actively seek and participate in formal and informal professional learning opportunities, whether offered through the district, at school, through Regional Education Service Administrations (RESAs) or in other medium. They attend conferences, meet in data review groups and enroll in graduate or certification courses, often at their own expense. However, there has been less offered in technology professional development. When our school administration has contracted with outside sources, there is usually an embedded technology component in every workshop. However, technology professional learning provided by the district is typically "one size fits all" without any effort at needs assessment prior to the activity nor follow up to determine effectiveness. It is not clear whether this professional development is research-based or grounded in NSDC principles for adult learners. Often technology professional development is offered as a separate topic. Technology-focused professional development can be requested from our education technology specialist (ETS) but it can be difficult to schedule and is not always timely, and follow-up is limited. Our ETS does make an effort to determine what technology professional learning teachers need. An untapped source for in-house professional development is our teachers. Several of our teachers are already trained and experienced instructional coaches. Others

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

who have skills in video creation or similar new technologies have offered to assist their colleagues, and could lead professional development. In order to affect our shared vision for technology, professional development must always be research-based and designed with best practices in mind, and must always include a technology component that engages higher thinking and reasoning.

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
<p>Teaching staff has shared knowledge about instructional uses and can assist each another with questions about features and uses of different technology tools.</p> <p>Teachers all have new, up-to-date laptops with current software.</p> <p>Each classroom has 4-5 modern networked computers for student use.</p>	<p>There is no tech support staff available in the school building to assist teachers when break/fix problems arise.</p> <p>Classrooms only have 4-5 computers but 18-22 students, requiring creative scheduling of technology -facilitated lessons</p> <p>Bandwidth is not sufficient to handle multiple wireless devices including tablets and teacher laptops, so certain processes are slow.</p>	<p>New technology service contract should provide on-site tech support.</p> <p>Corporate partnerships offer funding for spare expendable parts.</p>	<p>District tech support has been cut by almost half in terms of both personnel and funding.</p> <p>The process for requesting technical assistance through official channels is Byzantine.</p> <p>The relationship between Centennial Academy and Atlanta Public Schools is not clearly defined relative to roles and responsibilities.</p>

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

<p><i>Summary/Gap Analysis:</i></p> <p>Technical support has historically been a challenge at Centennial Place. Even though we are relatively well equipped with modern technology equipment, there is no technical support staff member housed at the school for those inevitable break/fix problems. Our Educational Technology Specialist can coach teachers through instructional challenges by telephone, and can contact appropriate district staff members to address networking problems. However, currently when there is a technical problem, the resulting downtime is unacceptable – sometimes more than a week. Teachers do basic troubleshooting themselves and then contact the media specialist (and sometimes students) for assistance. However, if there is a real problem beyond their experience, the district’s procedure requires that someone telephone the Client Support department and explain the problem. Hold times are excessive since budget cuts reduced the Client Support department staff. The technician will attempt to walk the teacher through troubleshooting before assigning a break/fix technician. When a technician is assigned, he will address the problem at his next weekly visit to the school. Only rarely can a technician come promptly. The real problem with this procedure, which is intended to efficiently manage IT support resources, is that it leaves i and the media specialist responsible for their own technical support, but without either time, tools, or training. Since Centennial Place teachers expect to use technology several times a day in different settings, they are frustrated by the lack of tech support. The result is that Centennial Place teachers try to always have a backup low-tech plan, which confounds the vision of engaging, interactive, student-centered technology facilitated instruction. One partial solution, used in some other school systems, is to develop a cadre of students trained in basic troubleshooting. The most effective solution would be having a tech support technician stationed at the school.</p>			

ESSENTIAL CONDITION EIGHT: Curriculum Framework			
<i>ISTE Definition: Content standards and related digital curriculum resources</i>			
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)</i> • <i>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?</i> • <i>To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?</i> • <i>How is student technology literacy assessed?</i> 			
<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

<p>100% of teachers at Centennial Academy incorporate technology into standards-based lessons every day.</p> <p>Digital resources are available online to teachers and families through Centennial Academy's library.</p>	<p>Teachers are not 100% familiar with NETS-S, NETS-S.</p> <p>Parents are not familiar with NETS-S.</p> <p>There is no formal technology assessment for elementary students.</p> <p>There has been less effort placed on marketing access to digital resources to parents.</p>	<p>New management contracts in 2014-15 will provide a teacher in the tech lab for standards-based direct technology instruction to address usage problems.</p>	<p>Changes in state network agreements and funding, such as with GALILEO, Discovery Education, and United Streaming could threaten access to many excellent digital resources.</p>
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Summary/Gap Analysis:

All Centennial Place teachers incorporate technology components into standards-based lessons. Student technology standards, NETS-S, are embedded throughout the Common Core Georgia Performance Standards (CCGPS) and aligned with content standards. Teachers' technology standards are incorporated into the state teacher evaluation program, TKES. However, it is unclear whether teachers or students realize what specific standards are or why the standards are relevant. Opportunities to practice and apply technology most commonly happens in labs or the media center as part of a research-based activity. In addition to embedded technology standards, digital content is utilized within classroom instruction through several sources provided by the state of Georgia – GALILEO, *Discovery Education* (formerly *United Steaming*). In addition, teachers use a number of subscription services such as *BrainPop* and *Tumblebooks*, which are purchased through the school library, and links with the Atlanta-Fulton Public Library for access to their free electronic resources. The library catalog can be accessed via the Internet and includes free access to about 6,500 electronic books, many of which are interactive to support new readers or English language learners. Although there have been several information sessions for parents about these resources there has been less effort placed on actively marketing these services to parents. There is no formal technology assessment for Elementary students, although it would be helpful to use a checklist to ensure students are on track for the 8th grade technology assessment. Although the school has two computer labs, budget cuts have left these classrooms unstaffed. Centennial Academy intends to hire tech lab manager for the labs in 2014-15 to ensure equipment is available and assist with basic skills when needed. This will allow the classroom teacher to focus on instruction and facilitating student learning without being distracted by technical issues.

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Appendix 1

Essential Conditions for effective Technology Integration Centennial Academy

Each of these items corresponds to essential conditions needed for successful implementation of educational technology recommended by the International Society for Technology in Education (ISTE). Please respond to each statement describing Centennial Academy using the 4-point scale.

1 – Strongly Disagree

2 – Disagree

3 – Agree

4 – Strongly Agree

	1	2	3	4
A shared vision for educational technology use at Centennial Academy (CA) is clearly communicated to all stakeholders/members of the CA family.				
Technology leadership is shared among all stakeholders; every member of the Centennial Academy family contributes to change and improvement in technology use.				
There is a clear plan for implementing information communication technology that aligns with the shared vision for educational technology at Centennial Academy.				
Funding is sufficient and reliable for educational technology use, maintenance, and professional learning at Centennial Academy.				
All users of educational technology resources at Centennial Academy have robust, reliable access to connectivity and resources for a variety of technologies.				
Centennial Academy teachers, administrators and support staff are well prepared to use instructional communications technologies in support of student learning.				
Job-embedded technology professional learning is provided to all Centennial Academy staff, with time protected to allow them to practice new skills.				
Technical assistance and support is provided in an efficient, timely manner at Centennial Academy to ensure technology resources are always available.				
Digital resources are provided that align with curriculum frameworks and support digital age learning.				
Planning, teaching, and assessment are centered around the individual needs and learning styles of students at Centennial Academy.				
Continuous assessment and evaluation of teaching, learning and leadership at Centennial Academy includes evaluation of the use of instructional communications technology.				
Partnerships and community collaboration to support instructional communications technology use at Centennial Academy are				

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

nurtured and leveraged for maximum success.				
Policies, financial priorities, and accountability that support educational technology are clearly communicated to all stakeholders at Centennial Academy.				
In your experience, Federal, state and local initiatives and policies support teacher preparation in the use of education technology.				

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Appendix 2

Centennial Academy Technology Use Survey

Our Technology/Google team is reviewing Google Apps for Education as well as other features that Google offers us. In order to help plan professional learning to get us “up to speed” with Google, Chrome and related software, please take a few minutes to respond to this survey. Thank you for your assistance!

Choose the answer that best describes you:

1. The browser that I use most often is:

- a. Chrome
- b. Firefox
- c. Internet Explorer
- d. Safari

2. I use some social media (such as Facebook, Twitter, Instagram, Pinterest, Google+, etc.)

Never occasionally once a week several times a day

3. I have more than one Gmail account

Yes no

How would you describe your skills using each of the following?

4. My skills sending and receiving email (any program) are

Poor Fair Good Excellent

5. Managing e-mail folders (any program)

Poor Fair Good Excellent

6. Adding/deleting/editing contacts (any program)

Poor Fair Good Excellent

7. Adding contacts to “circles” or communities

Poor Fair Good Excellent

8. Opening or editing shared files in Google Drive

Poor Fair Good Excellent

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

9. Creating new files in Google Drive

Poor Fair Good Excellent

10. Sharing files with others in Google Drive

Poor Fair Good Excellent

11. Using Google Hangout

Have not tried Fair Good Frequent user

12. Using Google Talk for calls, text, etc.

Have not tried Fair Good Frequent user

13. Developing a personal website or blog

Have not tried Fair Good Excellent

14. Do you use other video communications programs such as Skype or Facetime?

Yes No

15. Thinking specifically about Google apps for education, are there any that you have used or would recommend to other teachers? _____

16. What are some favorite instructional websites that you would recommend?

SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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