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| **ESSENTIAL CONDITION ONE: Effective Instructional Uses of Technology Embedded in Standards-Based,**  **Student-Centered Learning** | | | |
| *ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.* | | | |
| **Guiding Questions:**   * *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?* * *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, CCSs)?* * *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Technology is used every day by administrators, teachers, and students.  Technology allows students to practice and review essential skills in reading and math such as phonics, reading, addition, subtracting, multiplying, and dividing.  Students use technology on a device call iRespond to check for mastery on Georgia Standards of Excellence in math and reading. This tool provides instant data for teachers that will help them form differentiated groups to reteach or extend students learning.  The Reading and Math Inventory is a research-based, adaptive student assessment program that measures **reading** skills and math abilities that targets students’ achievement. These two technology tools are also aligned with the Georgia Standards of Excellence. | Students only use technology for practice, drill, and assessment purposes.  Teachers are not aware of the 4 C’s and how to incorporate these skills with technology.  Daily teaching practice is not always research-based.  Administrators only use technology to send emails. | A technology committee is formed.  Monthly professional developments should be held and geared towards teaching teachers ways to use technology beyond practice, drill, and assessment purposes. Training should focus on research-based practices that utilize technology all while incorporating the 4 C’s.  During the staff meeting, administrators read off of a paper. Administrators can take this opportunity to incorporate different technology tools that they would like to see implemented within the school.  Give students the opportunity to use technology to create an end product using the 4 C’s. | We are not promoting higher order thinking and empowering students as digital learners.  There will be a digital divide among the students in our school versus students in other schools that use best practices when utilizing technology. |
| ***Summary of Results/Conclusions:*** RES uses technology daily. With each classroom being equipped with five computers, students have the chance to review essential skills in reading and math such as phonics, reading, and math computation, using websites such as Starfall, Moby Max, Raz-Kids, Prodigy, Xtra Math. After teaching specific standards in reading and math, students use iRespond to check for student’s understanding of the Georgia Standards of Excellence being taught. The data from the assessment drives instruction of large and small group. Every 9 weeks, the Reading and Math Inventory is given and measures students’ reading and math achievement. Teachers also use the data from this assessment to drive instruction. Administrators use their laptops to communicate with us via email daily. According to the diagnostic summary, RES is at the beginning level (Lead & Transform Diagnostic Tool, 2019). Learning about the 4 C’s and other research-based teaching practice would benefit teachers at RES and support student engagement. Other opportunities include forming a technology committee, providing monthly professional developments that focus on research-based practices that utilize technology all while incorporating the 4 C’s. | | | |
| ***Recommendations from Gap Analysis:***  Although RES uses the data from a technology tool to help toward student achievement, the ISTE Lead and Transform Diagnostic Tool shows that this area can be improved immensely (2019). ISTE believes that student-centered learning is the best approach to helping move students from receivers of information to active participants in their own discovery process (“Student-Created Learning,” 2019). One-way teachers at RES can create a student-centered approach is to learn about the 4 C’s and other research-based teaching practice to incorporate into their daily teaching practices such as productivity tools. Productivity tools are special kinds of hardware and software resources that students (and teachers) use to create projects such as (Roblyer & Hughes, 2018). Tools such as word processing, spreadsheets, presentations, and PowerPoint, generators, graphics, planning/organizing, data collection/ analysis, research, multimedia authoring, and web authoring are all great options because they support constructivist activities, which allows students to learn through experience. As a result, higher-order thinking is achieved (Roblyer & Hughes, 2018). Another way teachers at RES can create a student-centered approach is to implement curriculum planning practices, pedagogy and assessment methods specifically for their students. The results of an Adopter Level Survey given showed that teachers are willing to adopt new technology when they see it perceives as a benefit for their practice (Adopter Level Survey, 2018). It seems like teachers at RES are willing to go beyond using technology for practice, drill, and assessment purposes when considering the data retrieved from the survey. They are ready to learn and implement ways to support student engagement, deep understanding of content, and transfer of knowledge. If RES fails to do so, we will create a digital divide among the students in our school compared to students in other schools that use best practices when utilizing technology. | | | |
| ***Supporting Sources:***  Adopter Level Survey [School Survey]. (2018). Published instrument. Retrieved from https://docs.google.com/forms/d/1s4dJLoKF2oSxy1bNlEyGKcOywIfco8vmrghV5y1Lye8/edit#responses  Essential Conditions. (2019). Retrieved April 5, 2019, from https://id.iste.org/standards/essential-conditions/student-centered-learning  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing  Roblyer, M. D., & Hughes, J. E. (2018). *Integrating Educational Technology into Teaching Transforming Learning Across Disciplines* (8 ed.). NY, NY: Pearson. | | | |

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| **ESSENTIAL CONDITION TWO: Shared Vision** | | | |
| *ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.* | | | |
| **Guiding Questions:**   * *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?* * *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?* * *To what extent do educators view technology as critical for improving student achievement of the GPS/CCSs? To preparing tomorrow’s workforce? For motivating digital-age learners?* * *What strategies have been deployed to date to create a research-based shared vision?* * *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Cobb County’s technology plan includes three main curriculum goals in my school district’s technology plan are   * Leverage technology to transform traditional classrooms into digital age classrooms * Create and support effective and ethical digital age learning environments * Empower digital age learners, teachers, and administrators to use technology tools to enhance engaging learning experiences with technology tools.   The principal at RES wants teachers to be as knowledgeable about technology as their students are.  Teachers know that the data from the Touchstones along with the Reading and Math inventory is critical in grouping students and improving achievement. | There is no official vision of technology use in the school.  Teachers are not implementing the county’s technology vision.  Teachers are not aware of the principal’s goal of being as knowledgeable about technology as their students are.  Teachers do not view technology as a way to motivate students and improve achievement beyond summative assessments. | A technology committee should be formed.  Teachers, administrators, parents’ students, and other stakeholders come together to create a research-based technology vision for the school that will improve student achievement.  Teachers will be responsible for executing the school’s technology vision.  Teachers will be measured on their use of technology as outlined in the vision statement quarterly.  Technology coach model ways in which teachers can engage students through technology, all while utilizing devices to support whole class instruction, independent work, centers or small group, and independent learning. | There is no clear plan on what our school envisions for technology usage.  Parent involvement.  Lack of preparing students to become 21st-century learners.  Lack of empowering students, teachers, and administrators in the use of technology tools that will engage in learning experiences. |
| ***Summary of Results/Conclusions:*** One critical area that RES lacks in is the shared vision. Cobb County School District technology plan includes leveraging technology to transform traditional classrooms into digital age classrooms, creating and support effective and ethical digital age learning environments, and empowering digital age learners, teachers, and administrators to use technology tools to enhance engaging learning experiences with technology tools (“CCSD Technology Plan,” 2016). Although the county has a technology plan in place, our elementary does not. This is the result of RES placing too much emphasis on standardize test and feel that technology can’t improve student achievement (Sheninger, 2014). As a result, teachers do not implement the county’s technology vision or view technology as a way to motivate students and improve achievement beyond summative assessments. In a personal interview, my principal expressed that she wanted teachers to be as knowledgeable about technology as their students are, teachers are not aware of this either (Tammy Watson, personal communication, September 10, 2018). On the hand, teachers do know that the data from the Touchstones along with the Reading and Math inventory is critical in grouping students and improving achievement. Opportunities to develop in this area involves forming a technology committee that includes all stakeholders. Come together to create a research-based technology vision for the school that will improve student achievement. Teachers will be responsible for executing the school’s technology vision and will be measured on their use of technology as outlined in the vision statement quarterly. | | | |
| ***Recommendations from Gap Analysis:***  The ISTE Lead and Transform Diagnostic Tool shows that RES is at the beginning stage of the shared vision component, with 24/100 (2019). According to Sheninger, it is the school’s job to prepare students for success in a world that is becoming more dependent on technology (Sheninger, 2014). However, RES is not able to fulfill this necessity for students because there is no clear plan on what the school envisions for technology or it's used. To improve in this section, RES needs first to create a technology committee that includes all teachers, administrators, parents, students, and other stakeholders. My recommendation is for RES to develop a technology implementation plan that consists of a clear vision and is drafted from stakeholders at all levels. This plan will also show how a school plans to prepare students for success in a world that is driven by technology. This will allow all stakeholders the opportunity to provide input and understand their role and impact on a school (“Shared Vision,” 2019). RES also needs to employ a technology coach or use academic coaches or librarian. Their job would be to model ways in which teachers can engage students through technology, all while fulfilling the principal’s goal of utilizing devices to support whole class instruction, independent work, centers or small group, and independent learning (Tammy Watson, personal communication, September 10, 2018). If a plan of action is not put in place, RES will not prepare students will not be empowered and lack the skills of 21st-century learners. | | | |
| ***Supporting Sources:***  2018-2020 CCSD Technology Plan. (2016). Retrieved February 2, 2019, from http://www.cobbk12.org/centraloffice/InstructionalTechnology/TechPlan/InTech3Year2018.pdf  Essential Conditions - Shared Vision. (2019). Retrieved April 5, 2019, from https://id.iste.org/standards/essential-conditions/shared-vision  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool ]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing  Roblyer, M. D., & Hughes, J. E. (2018). *Integrating Educational Technology into Teaching Transforming Learning Across Disciplines* (8 ed.). NY, NY: Pearson.  Sheninger, E. (2014). *Digital Leadership Changing Paradigms for Changing Times*. Thousand Oaks, CA: Corwin. | | | |

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| **ESSENTIAL CONDITION THREE: Planning for Technology** | | | |
| *ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.* | | | |
| **Guiding Questions:**   * *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)* * *What should be done to strengthen planning?* * *In what ways does your school* ***address the needs of diverse populations in the school or district to include how race, gender, socio-economic, and geographic diversity*** *giving consideration to how these factors commonly affect K-12 students’ access to school and beyond-school access to high-speed Internet, modern computing devices, software, knowledgeable technology mentors, culturally-relevant digital content, and other affordances critical to technology literacy acquisition.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| There is an adequate plan to guide technology use from the district level.  Special education and general education teachers collaborate to ensure that students with disabilities are receiving interventions documented in learning plans. | There is not a technology leadership team.  There is not a clear plan to guide technology use for the school. | Establish a technology  leadership team to sketch out a technology plan for the school.  Create a plan that will guide technology use for the school over the next three years.  Explicitly address the needs of diverse populations regarding digital equity for low SES and gender groups. | No plan or action in guiding technology use within the school.  The increase in the “homework gap”.  Digital divide amongst students throughout the county. |
| ***Summary of Results/Conclusions***  According to the diagnostic tool analysis, another critical area that RES is the planning of technology (2019). Although there is an adequate plan to guide technology use from the district level, RES has no plan or a technology leadership team that could help with planning. One of RES strength is the collaboration between special education and general education teachers ensuring that students with disabilities are receiving interventions documented in learning plans. RES should explicitly address the needs of diverse populations regarding digital equity for low SES and gender groups by teaming up with Partners in Education or other business in the area. | | | |
| ***Recommendations from Gap Analysis:***  The Lead and Transform Diagnostic Tool shows that RES is at the beginning stage of the implementation planning too, scoring another 24/100 (2019). According to ISTE, the implementation planning sets the foundation for technology usage throughout a school because it helps aid with the school shared vision (2019). However, RES does not have technology vision in place for the school. Therefore, there is no way to determine how technology will be included. No way to decide how to go about implementing the plan. There is no way to compare our plan with CCSD’s technology vision and mission because we don't have one (“Implementation Planning,” 2019). To advance in this category, RES needs to establish a technology leadership team that will to sketch out a technology plan that will guide the school over the next three years. The plan will include short- and long-term goals, explain how goals will be met important targets and timelines, and obligations. The plan should also state and outline specifically on how to address the needs of diverse populations within the school.  Without this plan, the ability to maximize available resources and meet learning goals decreases (“Implementation Planning,” 2019). | | | |
| ***Supporting Sources:***  Essential Conditions - Implementation Planning. (2019). Retrieved April 5, from https://id.iste.org/standards/essential-conditions/implementation-planning  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** *(Specifically Low SES and gender groups)* | | | |
| *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?* * *To what extent are strategies needed to* ***address equity issues among Low SES and gender groups****? What are examples of strategies that would benefit your school/district? (required)* * *Do students/parents/community need/have beyond school access to support the shared vision for learning?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| 5 desktop computers in every classroom.  2 computer labs within the school.  4 mobile carts (one laptop cart and three iPad carts).  Every teacher has their own laptop.  Each classroom has a Promethean Board.  Every student and teacher have a Microsoft account. | Devices stay at school.  Every student does not have access to technology device, Wifi, or the internet at home. | Create a technology a team that encompasses all stakeholders, including students.  Create a technology team that will work specifically with low SES, ESOL, and African American male students.  Utilize the Parent Resource Room and Learning Commons as a means to access technology, digital devices, and the internet before, during, and after school hours for both students and parents.  Use Xfinity Internet Service which provides low-cost-high-speed internet for $9.95 a month for families in need.  Write grants that will provide a computer for low SES, ELL, and African American students. | Means of transportation for the families in need of using the Parent Resource Room or Learning Commons.  Parent involvement.  Teachers getting to school before school starts and staying after school has ended. |
| ***Summary of Results/Conclusions:***  This particular area was in the rated as meets on the meeting area on the diagnostic tool analysis (2019). This was no surprise do to every homeroom classroom at RES being equipped with a Promethean board, 5 desktop computers. Every teacher has their very own laptop. The school has 2 computer labs and 4 mobile carts (one laptop cart and three iPad carts). Furthermore, every student and teacher have a Microsoft account. However, all devices stay at school. One-way RES could address equitable access is to create a technology a team that encompasses all stakeholders, including students. RES is aware that not all students have access to technology device, Wifi, or the internet at home. RES could also utilize the Parent Resource Room and Learning Commons to give families other opportunities to access technology, digital devices, and the internet before, during, and after school hours for both students and parents. | | | |
| ***Recommendations from Gap Analysis:***  RES scored a 65/100 for this particular area. RES has a sufficient bandwidth and connection speeds that allow learning and teaching to occur anytime (“ISTE Essential Conditions,” 2019). U.S. Department of Education and Governor Nathan Deal’s Digital Learning Task. These two resources basically stated how imperative it is for schools to be equipped with technology and how the use of technology and improve student academic achievement. These two models are already in place at my school. RES has also purchased many devices such as classroom computers (five), mobile carts (one laptop cart and three iPad carts), and computer labs (two). The goal is for all students to use the devices to support engaging, standards-based, student-centered learning whole group instruction and small group instruction, including students with special needs. Although RES is meeting in this particular area, there is always room for growth. One-way RES could improve equitable access is to create a technology a team that encompasses all stakeholders, including students. RES could build another technology team that works on behalf of low SES, ESOL, and African American male students. This subgroup would also be responsible for writing grants that will provide a computer for low SES, ELL, and African American students. Not all students have access to technology device, Wifi, or the internet at home. RES has a Parent Resource Room that it could utilize to support those without computers or internet access at home. The Learning Commons could also be used to give families other opportunities to access technology, digital devices, and the internet. These rooms should be opened before, during, and after school hours for both students and parents. RES would reach out to local business and restaurants that could provide hot-spots or free Wi-Fi for parents. Additionally, RES will also inform parents about Xfinity Internet Service and how they provide low-cost-high speed internet for $9.95 a month. Although parent involvement and transportation can be a threat, it is worth a chance to try out these opportunities. | | | |
| ***Supporting Sources:***  2018-2020 CCSD Technology Plan. (2016). Retrieved February 2, 2019, from http://www.cobbk12.org/centraloffice/InstructionalTechnology/TechPlan/InTech3Year2018.pdf  Georgia Department of Education. (n.d.). www.gadoe.org  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing | | | |

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| **ESSENTIAL CONDITION FIVE: Skilled Personnel** | | | |
| *ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.* | | | |
| **Guiding Questions:**   * *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?* * *What do they currently know and are able to do?* * *What are knowledge and skills do they need to acquire?*   *(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies*.) | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Teachers use technology daily within their classroom using their Promethean Board.  Teachers check out laptop/iPad carts occasionally.  Teachers visit the computer lab a few times out of the quarter.  Teachers are more than able to integrate technology into their teaching practices.  Support staff usage of technology is adequate for their job responsibility. | Teachers are not integrating technology into their teaching practices because they have not been taught.  Teachers are not aware of the 4 C’s and how to incorporate these skills with technology.  Teachers are not up to date with technology in the classroom. | Appoint a technology coach within the school.  Provide monthly professional developments that teaches teachers on research-based practices that utilize technology all while incorporating the 4 C’s. | Teachers are not comfortable with their use of technology.  Teachers are not opened to change.  Teachers not understanding that technology keep students engaged and improve student achievement.  Lack of preparing students to become 21st-century learners. |
| ***Summary of Results/Conclusions:***  According to the diagnostic summary, RES is at the beginning level in this category (Lead & Transform Diagnostic Tool, 2019).  Teachers at RES use technology on a daily basis within their classroom through the use of their laptop and their Promethean Board. Occasionally, teachers check out laptop/iPad carts and visit computer labs a few times out of every 9-weeks. Teachers are cable of integrating technology into their teaching, but they might not always do it appropriately.RES should provide professional developments that teaches educators on research-based practices that utilize technology all while incorporating the 4 C’s. Support staff usage of technology is adequate for their job responsibility. | | | |
| ***Recommendations from Gap Analysis:***  The Lead and Transform Diagnostic Tool shows that this is one of RES’ lowest rating, scoring 29/100 (2019). To create a technology-rich culture all teachers and staff should model what it means to be a digital age learner. Meaning, all teachers and staff members should know how to use digital tools to increase productivity and enhance the learning of students (“Skilled Personnel,” 2019). One way that RES can close this gap is by appointing a technology coach within the school. The coach would be responsible for providing professional developments that teach educators and staff members about research-based practices and resources that will keep their skills current (“Skilled Personnel,” 2019). The results of the Adopter Level Survey given showed that 66.7 % of teachers are strongly disagreed with the statement, I am resistant and skeptical of new technology, while 33.3 % disagree. In other words, teachers at RES are not opposed to learning a new technology skill (Adopter Level Survey, 2018). This will be an excellent opportunity to have the technology coach provide monthly professional developments that teaches educators on research-based practices that utilize technology all while incorporating the 4 C’s. Support staff usage of technology is adequate for their job responsibility, but the coach can also help keep them up to date. | | | |
| ***Supporting Sources:***  Adopter Level Survey [School Survey]. (2018). Published instrument. Retrieved from https://docs.google.com/forms/d/1s4dJLoKF2oSxy1bNlEyGKcOywIfco8vmrghV5y1Lye8/edit#responses  Essential Conditions - Skilled Personnel. (2019). Retrieved April 5, from https://id.iste.org/standards/essential-conditions/skilled-personnel  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing. | | | |

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| **ESSENTIAL CONDITION SIX: Ongoing Professional Learning** | | | |
| *ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.* | | | |
| **Guiding Questions:**   * *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?* * *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)* * *Do professional learning opportunities reflect the national standards for professional learning (NSDC/Learning Forward)?* * *Do educators have both formal and informal opportunities to learn?* * *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?* * *How must professional learning improve/change in order to achieve the shared vision?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Teachers have to attend Professional Development every month, for 1.5 hours.  County provides optional technology classes to become Microsoft Innovator Educator.  County provides optional technology classes twice a year. | Professional Developments that are held at school are never focused on technology.  Not all teachers are able to attend Microsoft Innovator Educator classes provided by the county in the afternoon.  Not enough optional technology classes offered by the county throughout the year. | Create Professional Developments that teaches teachers on research-based practices that utilize technology all while incorporating the 4 C’s.  Allow teachers to use their planning time to become Microsoft Innovator Educator.  Provide more optional technology classes throughout the school year.  Provide additional Microsoft Innovator Educator technology classes in the summer. | Digital divide amongst the teachers within the district.  Funding for Professional Development during school, after school, and the summer.  Teachers do not have enough time to attend additional Professional Developments.  Teachers only being taught something and not followed up with someone. |
| ***Summary of Results/Conclusions:***  According to the diagnostic tool, RES is meeting in this particular area (Lead & Transform Diagnostic Tool, 2019). Teachers at RES have to attend Professional Development every month, for 1.5 hours. Also, the county provides optional technology classes to become Microsoft Innovator Educator and optional technology classes twice a year. Since 33% of teachers at RES stated that they are willing to change their practice to include new technology, while 66.7% of teachers strongly willing to change their practice, RES needs to start having Professional Developments that focus on technology (Adopter Level Survey, 2018). The trainings should include research-based practices that utilize technology all while incorporating the 4 C’s. There need to be other opportunities for teachers within RES to become Microsoft Innovator Educator besides in the afternoon like during their planning time. | | | |
| ***Recommendations from Gap Analysis:***  RES scored a 61/100 for this particular area due to the teachers being required to attend Professional Development every month, for 1.5 hours. However, the Professional Developments that are held at school are not focused on technology. ISTE Ongoing professional learning suggests that educators should have ongoing training to keep up to date with rapid changes in educational technology. Yet when planning for a systemwide transition, leaders often budget for infrastructure and equipment but overlook the need for professional learning. Professional Development should meet everyone’s demand and be implemented on a regular basis. Professional Development should also be updated continuously to reflect current trends and technologies (“Ongoing Professional Learning,” 2019). In a survey given, 33% of teachers at RES stated that they are willing to change their practice to include new technology. 66.7% of teachers are strongly willing to change their practice. As you can see, RES needs to start having Professional Developments that focus on technology (Adopter Level Survey, 2018). Since there are not enough optional technology classes offered by the county throughout the year, the county needs to provide other means of training. This could be through online classes and Skype. The county should also provide incentives to encourage participation (“Ongoing Professional Learning,” 2019). | | | |
| ***Supporting Sources:***  Adopter Level Survey [School Survey]. (2018). Published instrument. Retrieved from https://docs.google.com/forms/d/1s4dJLoKF2oSxy1bNlEyGKcOywIfco8vmrghV5y1Lye8/edit#responses  Essential Conditions - Ongoing Professional Learning. (2019). Retrieved April 5, 2019, from https://id.iste.org/standards/essential-conditions/ongoing-professional-learning  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool ]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing | | | |

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| **ESSENTIAL CONDITION SEVEN: Technical Support** | | | |
| *ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.* | | | |
| **Guiding Questions:**   * *To what extent is available equipment operable and reliable for instruction?* * *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?* * *Is tech support knowledgeable? What training might they need?* * *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| School system has a help desk that teachers and faculty can call and use during school hours.  Every computer/laptop is equipped with an icon that will help teachers submit a request to the help desk.  There is an IT that is shared among schools that help with troubleshooting and other technical issues.  There are coaches assigned to multiple schools throughout the county to support teachers to transform their practice. | IT is at multiple schools.  Teachers sometimes have to wait for days before problems can get fixed.  Coaches or split among 5 or more schools. They are stretched thin and not always available when needed. | Create more job opportunities for IT support in every school.  Create more opportunities for leadership by creating more technology coaching positions to support teachers and transform their teaching practice. | Funding for full time IT and Technology Coaches seem to be an issue.  The troubleshooting time frame can take longer than expected.  Teachers are not aware of basic troubleshooting solutions. |
| ***Summary of Results/Conclusions:***  According to the ISTE diagnostic survey, this was the highest area for RES (Lead & Transform Diagnostic Tool, 2019). Our strength includes a countywide help desk. there is an IT that is shared among schools that help with troubleshooting and other technical issues, they can only help you when they are at your school. The county should consider hiring more ITs, especially since teachers sometimes have to wait for days before problems can get fixed. There are also coaches assigned to multiple schools throughout the county to support teachers to transform their practice, but coaches are split among 5 or more schools, and they are not always available when needed. Full-time ITs and Technology Coaches is needed in every school. This will create more opportunities for leadership. | | | |
| ***Recommendations from Gap Analysis:***  RES scored its highest score on this particular area, 86/100. This is due to the county providing a countywide help desk that teachers and faculty can access during school hours using a simple icon that is installed on every computer/laptop within the school. This is also the result of the sharing of IT and Technology coaches. ISTE believes that technology has to be maintained with either human or virtual support to make sure teachers, staff, and students are able to use technology. To help students, become successful 21st-century learners, technology has to be used continually and uninterrupted. Meaning there are no technical barriers affecting teaching and learning (“Technical Support,” 2019). Although there is an IT that is shared among schools that help with troubleshooting and other technical issues, they can only help you when they are at your school. The county should consider hiring more ITs, especially since teachers sometimes have to wait for days before problems can get fixed. There are also coaches assigned to multiple schools throughout the county to support teachers to transform their practice, but coaches are split among 5 or more schools, and they are not always available when needed. Although funding for full-time ITs and Technology Coaches can be expensive, it is indeed an idea to look at. Not only will this create more opportunities for leadership, but it will support teachers and transform their teaching practice. | | | |
| ***Supporting Sources:***  Essential Condition - Technical Support. (2019). Retrieved April 5, 2019, from https://id.iste.org/standards/essential-conditions/technical-support  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing | | | |

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| --- | --- | --- | --- |
| **ESSENTIAL CONDITION EIGHT: Curriculum Framework** | | | |
| *ISTE Definition: Content standards and related digital curriculum resources.* | | | |
| **Guiding Questions:**   * *To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)* * *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?* * *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?* * *How is student technology literacy assessed?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| K-3rd-grade teachers at RES are aware of the technology standards outlined in the report card rubric.  Curriculum resources for the phonics, science, math, and social studies have some form of online component available. | Teachers, administrators, students, and parents are not aware of the ISTE standards.  Only kindergarten, first, second, and third-grade students’ technology literacy is assessed. | Inform teachers, administrators, students, and parents about the ISTE standards.  Teach students using the ISTE standards.  Assess all students on ISTE standards.  Preparing students to become digital citizens. | Teachers are resistant to learning additional information on top of what is already required of them.  Parent involvement. |
| ***Summary of Results/Conclusions:***  RES was approaching for this particular section (Lead & Transform Diagnostic Tool, 2019). Curriculums are now including online components and kindergarten through third-grade students have technology standards. Sadly, students are not using the standards that are used for teaching and learning technology (ISTE standards) because teachers, administrators, students, and parents are not aware of the ISTE standards. This would be an excellent opportunity to enlighten teachers, administrators, students, and parents about the ISTE standards. Once everyone is aware of the ISTE standards, teachers can teach using the ISTE standards, assess students on the ISTE standards, and prepare students at RES to become digital citizens. | | | |
| ***Recommendations from Gap Analysis:***  The ISTE Lead & Diagnostic Tool rated RES as approaching for the area of curriculum (2019). However, I do not agree with the ISTE diagnostic tool. Yes, there is a selection of our curriculum resources available online. Yes, kindergarten, first, second, and third-grade students have technology standards, but those standards are given by the county. Yet fourth and fifth-grade students don’t have any standards outlined for them. Sadly, students are not using the standards that are used for teaching and learning technology (ISTE standards) because teachers, administrators, students, and parents are not aware of the ISTE standards.  ISTE believes that a curriculum framework guides both how and when technology is used for learning. It ensures that technology is applied to address real-world problems and skills that meet specific objectives. Technology should be used to maximize student learning and give them the opportunity to develop higher-order thinking skills (“Curriculum Framework,” 2019). | | | |
| ***Supporting Sources:***  Essential Conditions - Curriculum Framework. (2019). Retrieved April 5, 2019, from https://id.iste.org/standards/essential-conditions/curriculum-framework  ISTE Lead & Transform Diagnostic Tool [Diagnostic Tool ]. (2019). Published instrument. Retrieved from https://drive.google.com/file/d/1w8ZEahLkp0B5Gl9V82wPqMDp1gc7WVD0/view?usp=sharing | | | |

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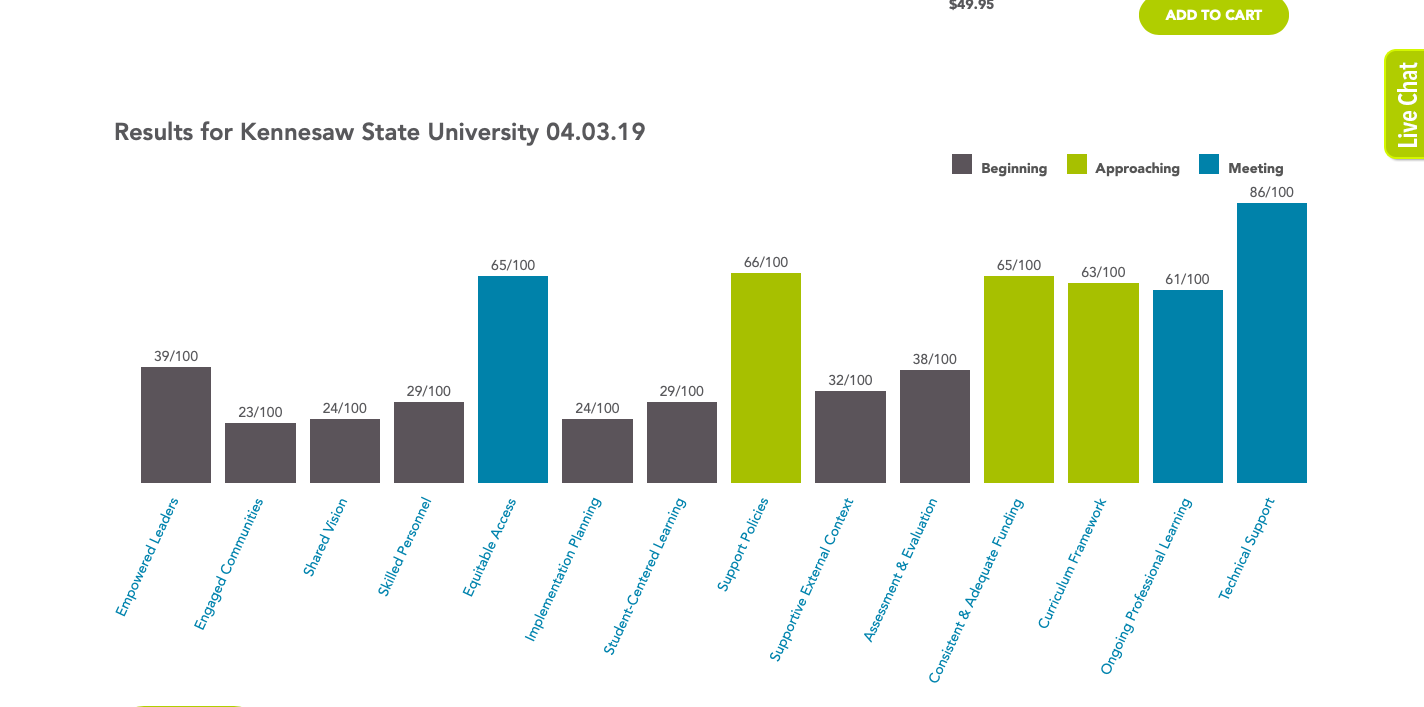
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**Appendices**

**Appendix A:**



**Appendix B:**