

SWOT Analysis Template 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>
<ul style="list-style-type: none"> • All full-time teachers are issued a laptop. • All classrooms are equipped with 4 student desktops. • All classrooms are equipped with a Promethean ActivBoard, a projector, and integrated sound and video system. • The school website is updated daily to maintain constant communication with students, parents, and stakeholders. • There are two independent computer labs, plus an additional lab in the school media center, each with 35 computers. • There are 8 laptop carts available for teacher checkout, each with 10 laptops. 	<ul style="list-style-type: none"> • Often, students do not use technology responsibly, causing teachers to become frustrated and abandon efforts to integrate technology. • Many teachers still use technology as a way to practice skills at the lower levels of Bloom's taxonomy. • Many teachers are not aware of student technology standards. • Many teachers are untrained on the tools available to them, are uncomfortable using the tools, or are unaware of how to integrate them into the classroom to deepen learning. • Some teachers insist that students use technology in a precise, prescribed 	<ul style="list-style-type: none"> • The school has been approved for an i3 Technology grant. • The school is considering creating a team to develop a responsible use policy for technology use. • The school could provide time during professional development for teachers to learn from staff members proficient with technology integration. • The school could create a student committee comprised of students from each grade to provide feedback on technology integration. • The school could get feedback from local community businesses about the technology tools needed to succeed in their industry. 	<ul style="list-style-type: none"> • The school is facing another year of budget cuts. • The school laptops, while outdated, are not scheduled to be replaced due to budget shortfalls. • Some teachers resist using any technology at all in their classroom, beyond using the ActivBoard as a projector or television.

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<ul style="list-style-type: none">• The media center has 50 digital cameras available for individual or class use.• Teachers use the LMS Angel to extend the learning process, to assess students formatively and summatively, to host discussion boards, and to maintain communication.• Assessments in Angel can be linked to local, state, and / or national standards.• The SIS Infinite Campus allows teachers to update students and parents instantly about grades and attendance.• Students have access to productivity tools (such as Microsoft Office) via the school network both at school and at home.• Teachers have many digital resources at their disposal such as BrainPop, Discovery Education, Prezi, VoiceThread, Quia, and Quizlet.• Teachers use technology	<p>way, leaving little room for student creativity.</p>		
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<p>frequently in the creation of learning materials and in student assessment of content mastery.</p> <ul style="list-style-type: none">• Each department is equipped with 64 ActivExpressions and a document camera.• The foreign language department has two permanent digital language labs used for speaking and listening activities.			
<p><i>Summary/Gap Analysis:</i> Lambert High School has lots of technology at its disposal and many teachers who are proficient at using it. However, there is still progress to be made. According to my survey, and based upon water-cooler discussion, many teachers feel out of their element and unable to control students who take advantage of the BYOT policy and use their technology in ways not related to classroom instruction. This irresponsible use causes “serious distractions” for those students and those around them.</p>			

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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?*

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Forsyth County has an official vision for technology use. • Lambert High School has an official vision for technology use. • Technology plans are aligned to ISTE standards, the state plan, and the national vision. • The Common Core and GPS standards address technology use by students. • Many teachers see the need for technology use to correlate to standards. • Many teachers see the benefit to technology use as a way to meet or exceed content 	<ul style="list-style-type: none"> • The technology vision and plans are not well-publicized to the students, parents, or staff. • Students are often unaware of how technology use relates to their future plans. • Technology integration is demonstrated, but not modeled or coached. • Teachers need to "think outside the box" and be willing to change their own practices in order to bring students to a deeper level of understanding and engagement. 	<ul style="list-style-type: none"> • There are many teachers in the school who could serve as technology mentors to other faculty members. • There are many business partners who could take part in a school technology team to focus technology use on the skills needed by students in their industry. • The Lambert ITS offers trainings on engaging use of technology when time permits, but these could be more strongly encouraged by school administration. 	<ul style="list-style-type: none"> • Teachers have so many additional responsibilities that they often lack the time to devote to creating engaging lessons rich with technology. • Lack of funding prevents teachers from receiving additional training that would be beneficial in the creation of technology-infused lessons and assessments. • Some teachers are resistant to adopting new technologies into the curriculum, preferring to "stick with what they know works."

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standards.			
<p><i>Summary/Gap Analysis:</i> Lambert High School and Forsyth County share the same vision for technology use in the classroom to support instruction and deepen student knowledge. The majority of teachers share this vision as well. However, many teachers feel that there needs to be a common understanding that “BYOT is intended to assist the use of technology as a learning tool” as well as developing “common procedures and expectations about the use of technology in the classroom”. These simple steps could help to bring LHS into line with expected 21st Century Classroom policies.</p>			

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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>
<ul style="list-style-type: none"> • Lambert High School has a technology vision. • Lambert High School has a technology plan based upon the Forsyth County Schools technology plan and guided by the State of Georgia technology plan. • Lambert High School has a student-based technology team that works closely with the school ITS on using technology in the classroom. • Lambert High School is a host-school for the Forsyth County BYOT Tours. • Teachers are encouraged by the school ITS in the implementation of technology into daily lessons. 	<ul style="list-style-type: none"> • Some technology resources are outdated and unable to be replaced. • The current plan is heavily reliant on free, web-based resources. • Class size sometimes creates a situation where available technology must be shared among students, rather than used independently. • Currently, Lambert High School has no portable classrooms, but will have 16 next year. There is currently no plan to install permanent interactive ActivBoards or projectors into those classes, nor will those classes be equipped with student desktops. 	<ul style="list-style-type: none"> • A teacher-based technology team could be created to work with the student-based technology team on technology implementation. • Teachers could be encouraged to give students more freedom of choice when using technology in projects and presentations. • An alternative solution could be found to the ActivBoard and the student desktops for the portable classrooms that will encourage technology use and creativity. 	<ul style="list-style-type: none"> • Lack of funding prevents the school from advanced planning for new technology resources. • Lack of funding prevents the school from being able to replace outdated or broken resources. • Some plans that have been created in the past have been abandoned due to lack of funding. This has caused some teachers to not adopt plans or to not push for new plans because “it’ll never happen anyway.”

Summary/Gap Analysis: Lambert High School has a great support system as far as planning for technology goes. However, our biggest weaknesses and threats are outside of our control: time and money.

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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>
<ul style="list-style-type: none"> • All full-time and most part-time teachers are issued a laptop by the school. • All office-based personnel have a desktop. • All administrators have both a desktop and a school-issued laptop. • All classrooms are equipped with four student desktops. • All classrooms are equipped with a projector and a Promethean ActivBoard. • All students have access to productivity tools on campus via the network and off campus via a Citrix log-in. • The school has 2 computer labs and 1 lab in the media center. • The media center is open 7:30 AM – 9:00 PM for 	<ul style="list-style-type: none"> • Currently, Lambert High School has no portable classrooms, but will have 16 next year. There is currently no plan to install permanent interactive ActivBoards or projectors into those classes, nor will those classes be equipped with student desktops. • Not all students have internet access at home, thus limiting their ability to access the student Citrix drive that provides student use of the tools provided by FCS (less than 5%). • The laptops on the laptop carts are in heavy rotation and so easily broken. They also have difficulty sometimes connecting to the wireless network. 	<ul style="list-style-type: none"> • Students could be encouraged in more classes to bring their own technology to use in case of broken, slow, or unavailable laptops or desktops. • An alternative solution could be found for the lack of student desktops and Promethean boards in mobile classrooms. • The use of Saturday school (LASSO) could be promoted more to provide access to technology resources outside of the normal school day. 	<ul style="list-style-type: none"> • Funding for LASSO is low and is often threatened by low or unruly attendance. • The frequent, unauthorized access of the wireless network for non-school related reasons causes the wireless network to drag, thus limiting access. • Fear of theft prevents FCS from purchasing ActivBoards or student desktops for portable classrooms.

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<p>students to work independently, to use computers, or to use other resources.</p> <ul style="list-style-type: none">• There are 8 laptop carts for class use (80 total).			
<p><i>Summary/Gap Analysis:</i> Due to the economic status of the student population, the extended hours of the Media Center, and Saturday LASSO, almost all of our students have access to technology both during school hours and outside of school hours. Teachers this year have equitable access as well, although that may change next year as LHS gets portable classrooms. A plan needs to be developed to ensure continued equitable access.</p>			

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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.

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Faculty, administration, and staff easily <u>use email, Angel (LMS), and Infinite Campus (SIS)*</u> to maintain communication with each other, with students, and with other stakeholders. • Teachers easily use Angel to provide learning resources to students outside the class, to maintain an online calendar of events, and to communicate with students. • Some teachers use Angel to provide formative and summative assessments to students with rapid feedback. • Some teachers use Edusoft to provide formative and summative assessments to students 	<ul style="list-style-type: none"> • There is <u>only one school-level ITS</u> in a school of <u>2000+ students and 100+ faculty members (plus administration and staff)</u>. • Not all teachers use the tools provided to create highly-engaging lessons, insisting instead of doing what they have always done with a bigger screen. • The school ITS has limited time to create lessons, as she is often needed for other responsibilities involving maintenance and upkeep of technology. • The school Media Center is often reserved well in advance, so there is a degree of difficulty in engaging the assistance 	<ul style="list-style-type: none"> • An additional ITS could be hired to assist the current ITS, either full- or part-time. • Teachers could be encouraged to create lessons that are more engaging and technology-rich via modeling and coaching. • Changes could be made that would allow additional classes to use the Media Center or that enable the Media Specialist to meet with more classes. 	<ul style="list-style-type: none"> • Lack of funding may prevent the hiring of additional personnel to assist the school ITS and / or Media Specialist. • Time is often not provided to allow for modeling or coaching of other teachers.

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<p>with rapid feedback.</p> <ul style="list-style-type: none"> • Most teachers use the Promethean ActivBoard to create lessons that engage students. • The school ITS is skilled at using technology to create engaging lessons for other teachers, even when she is not familiar with the content being taught. • The school Media Specialist is skilled at using technology to aid in student research and production. <p>*See Teacher Information at the bottom of the right-hand sidebar.</p>	<p>of the Media Specialist with a class.</p>		
<p><i>Summary/Gap Analysis:</i> Teachers and staff at Lambert High School generally <u>feel</u> that they know “most everything” that they “need to be able to do.” However, there are still strides that need to be made to reach higher and achieve more. LHS does not have a culture where “meeting expectations” is good enough; instead, teachers are encouraged to push students and themselves to exceed expectations as we <u>“strive to achieve excellence.”</u></p>			

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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)?*
- *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>
<ul style="list-style-type: none"> • The Lambert High School ITS offers trainings on various technology tools 3-4 times per year during faculty planning periods, as well as attending department meetings to offer trainings geared specifically to the needs of each department. • Forsyth County Schools offers professional development opportunities on the various tools offered by the school system. • Learning opportunities presented by the school ITS and by FCS are interactive, hands-on workshops, allowing teachers to connect with other teachers. • The school ITS works 	<ul style="list-style-type: none"> • Technology-related professional learning is not integrated into most professional learning opportunities. It is typically isolated as a separate topic. • Attendance at technology trainings offered by the school ITS is typically low (5-6 teachers per session, with 6 sessions offered). • Professional development offered by FCS regarding technology is offered in the evenings or during the summer (when many teachers have other commitments). • There is little to no follow-up from leaders or other teachers attending FCS technology 	<ul style="list-style-type: none"> • Professional development on content-specific matters could include technology integration. • FCS could offer technology-related professional development during professional development days, early release days, or pre- / post-planning days. • Some technology trainings could be offered via the LMS, especially when related to basic usage, rather than the more complex integration. 	<ul style="list-style-type: none"> • Many teachers rely heavily on professional development days (or hours) as a time to “get things done.” • With the LHS transition to a new LMS next year, the school ITS may not have time to provide additional trainings other than related to the new LMS.

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<p>individually with teachers who request training on or assistance with various technology tools.</p> <ul style="list-style-type: none"> • Each department at the school has an appointed technology “go-to person” to provide additional assistance. • Some professional learning for the school is provided via the LMS, Angel. 	<p>trainings.</p>		
<p><i>Summary/Gap Analysis:</i> There are many opportunities for faculty and staff in Forsyth County to attend technology trainings. Unfortunately, they are often not offered at opportune times and there is little follow-up. Additionally, much of the training focuses on how to use the technology rather than how to integrate it effectively into the classroom. In order to reach the levels of excellence expected these trainings need to be modified so that more emphasis is placed on integration during the session. Lastly, the culture needs to change so that teachers expect to receive a certain level of technology instruction each year. This could be provided in face-to-face instruction or online modules via the LMS.</p>			

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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • The Promethean ActivBoards are very reliable and are only very unreliable for instruction. • Teacher laptops are operable most of the time. • Technical assistance is available for technical issues with 30 minutes – 1 day for technical issues via a tech request service called Unity. • Tech support is incredibly supportive and knowledgeable. • The ITS for Lambert High School typically involves herself with instructional issues and relegates “break / fix issues” to the service technicians that float around the clustered FCS schools. 	<ul style="list-style-type: none"> • When needing the expected technology resources to instruct students, a full day without technology can seem like a lifetime – especially if a great deal of time and effort has into the creation of the lesson. • Frequent abuses of the BYOT network slow down connection speeds, making internet-based activities difficult to predict. • There is <u>only one ITS and a limited number of technicians</u> to service a large number of clients. 	<ul style="list-style-type: none"> • FCS has been approved for an i3 Technology grant. • <u>SPLOST funds</u> are available and directed specifically towards technology use. 	<ul style="list-style-type: none"> • As the school ages and resources break, lack of funding may prevent equipment being fixed or replaced.

Summary/Gap Analysis: The technical support personnel employed by FCS is fantastic but limited. In order to reach the levels of excellence desired, the system needs to expend funds related to personnel in a manner equal to what is spent

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on equipment.

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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? (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>
<ul style="list-style-type: none"> • Technology standards are part of content standards. • Some teachers are aware of the technology requirements in their content standards. • Students are assessed on technology literacy before attending Lambert High School, with the 21st Century Skills Assessment in 8th grade. • There are numerous digital curriculum resources available to teachers so that technology can be integrated into the content standards as appropriate. 	<ul style="list-style-type: none"> • Many teachers are not aware of the technology requirements in their content standards. • Many students are not aware of technology standards for students. • Curriculum guides do not include technology resources as a way of deepening knowledge, but only as a way of delivering content. 	<ul style="list-style-type: none"> • Part of professional development could include information on the technology standards. • Once teachers are made aware of the technology standards for their content area, they could begin to include them purposely in their lesson planning. 	<ul style="list-style-type: none"> • Some teachers see the very existence of technology in the classroom as a threat, and so are hesitant to include it in their lessons. • Other teachers are so uncomfortable with and unknowledgeable about technology that they choose to exclude it so that they maintain a feeling of control and superiority in the classroom.

Summary/Gap Analysis: Based on [results](#) from a voluntary survey of students and teachers, many are still unaware of technology standards for students. This needs to be more clearly explained to all stakeholders, with students being assessed on their use of the technology as much as the content delivery during assessments.