SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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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 Atlanta International 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) and C3?* • *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*
• One to one laptop program in second year 6th – 11th Grade students have own Apple MacBook Pro device from lease program • IPad program in K3-4 Language Emersion Program • BYOD in 12th Grade • Carts of MacBook Pro on each floor of elementary school K1 - 5 • Evaluation ongoing concerning software purchases on a needs basis • ISTE Standards for Teachers integrated into Professional Development Goals • Collaborative planning	• Software not mandated on all student laptops – some accessibility issues for students in terms of software (e.g. Microsoft Word / Pages etc.) • BYOD in 12th Grade – some students do not have their own devices and have to borrow teacher-resourced devices. • High demand for shared carts of laptops • No standards mandated in GPS Whole school conversion to Google Apps for Schools complete with all mail moved to Google Mail with single login for access to Drive, Sites and other applications	• Develop vertical skills in technology alignment for all teachers K-12 using PYP, MYP and DP recommendations for use of technology in the curriculum • Use new skills clusters from MYP – Next Chapter 2014 to integrate technology authentically into teaching and learning for student engagement • New student training for use and engagement for technology use	• Time – many faculty not keen to participate on a volunteer basis • Board not focused or holistically bought into technology roll out – difficult to secure funding

encouraged across all grade levels	• Higher number of new students accepted than ever before into the school resulting in differentiation in engagement and ability of technology use • No mandated time on schedule to collaboratively plan – technology usually low on the agenda next to curriculum and assessment		

Summary/Gap Analysis:
Laptop rollout across the Middle and High school has been ongoing for just over 16 months but has brought new issues to teachers who are not used to having this kind of technology available in the classroom. Use of the devices mandated does not really reflect high student engagement and there is a wide disparity in faculty ability and engaged learning use. It is hoped that this will be addressed by ongoing training by the technology coaches in the school.

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 Atlanta International School? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they <u>believe</u> about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators 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?*

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Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Official vision created as part of the whole school strategic plan in 2011 • Distinct technology lessons separate from Design subject as part of MYP • Technology has changed name to "Design" under MYP 2014 Next Chapter • C3 (Communication, Collaboration, Creating) program created to promote digital learning	• Only small group of administrators, curriculum leader, director of IT and Librarians involved in creating strategic plan – no faculty / student / community involvement • Only a few faculty are aware of the Technology Strategic Plan • Plan created when school was a Citrix environment with no MacBook presence thus much of current Technology Strategic Plan defunct. • Few, if any students and faculty understand or know about C3	• Create a working group of all stakeholders to revamp and revise the ongoing plan in light of the rapid technology changes that have taken place in the last two years • Review of the current existing strategic plan to extract the workable parts and to update the dated parts due to hardware changes • Look holistically at best practices in other International Schools that have successfully rolled out a personal device program	• Seen to be time consuming • Board not fully bought into technology – funding has been difficult to secure

Summary/Gap Analysis:

When the original strategic plan was written, there was only a small working group that consulted on its contents. Therefore, while there was some classroom expertise around the table, it was not across the school in terms of inclusion of teacher that did not have any experience that could talk to how this might work from the ground up. This has left sizable gaps in the strategic plan that could be addressed by a more representative committee to oversee and review the original document.

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.

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Guiding Questions:

- *Is there an adequate plan to guide technology use in Atlanta International School? (either at the district or school level? Integrated into School Strategic Plan?)*
- *What should be done to strengthen planning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Working plan in place from 2011 to 2016 to guide school at school – based level • Whole school (including administrative and development / business needs) folded into planning	• Plan was put into place when operating PC's on Citrix system • Plethora of software that has been bought over the years that is not single access orientated • No mandated time on schedule to collaboratively plan – technology usually low on the agenda next to curriculum and assessment • Narrow input in terms of expertise to build the plan to guide technology	• Slim-line the amount of software across all departments for administrative purposes and eliminate duplicating tasks (for example Atlas Curriculum Mapping can be done in ManageBac) • Form a technology committee made up of faculty, parents, administrators, and students	• Faculty attachment to a "certain way of doing things" • Vendor buy in on contracts that do not lapse for some time

Summary/Gap Analysis:

Rapid change in the school technology environment has lead to a major knee-jerk reaction from many faculty who are reluctant to embrace (change management needs to be effected more transparently).

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,*

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standards-based, student-centered learning?

- *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• All teachers have own, school issued Apple MacBook Pro with standardized software • Digital supplies for loan (flip cameras, IPods etc.) • Smart Boards in all classrooms with standardized "digital plug and play classrooms" – as many teachers are mobile, there is standardized equipment in all classrooms. • Mobile Apple MacBook Pro carts available for K3 – 5 learning on each floor of the elementary school • IPad rollout and training for faculty and students in K3/4 full language emersion program • Wireless campus across all four buildings • Whole school	• Many of the Smartboards are not functioning consistently from room to room. Several different operational functions integrated • Differing care of the laptop carts from teacher to teacher • Only small amount of onboarding training in Google Apps – many faculty not using proficiently • Campus wireless is unreliable and has frequent outages	• Planned whole year PD schedule that is dedicated to insuring that all faculty get on-boarded and access the technology that they have available to them for teaching and learning	• Settlers and saboteurs – there are faculty who do not want to integrate technology – period!

conversion to Google Apps for Schools complete with all mail moved to Google Mail with single login for access to Drive, Sites and other applications			

Summary/Gap Analysis:
Wireless issues will be ongoing and there is significant work ongoing to correct this issue. However, this lies center to blame for not using technology (or having access to it as we are now cloud driven through Google Apps) so until there is a resolution, this will continue to be a sizable excuse across the equitable access condition

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*
• IT support services in-house (no longer outsourced to Data Logistics) lead by Director for Technology and Learning. New team members must by Mac proficient • Two coaches (one for elementary and middle	• IT support poorly understood in terms of services, role in school operations • Curriculum coaches have only small release time as they are also classroom teachers, limiting faculty support in scheduled classes	• Integrate IT Operations into curriculum meetings so both sides better understand each other's business	• Funding of the IT coaching positions continues to include sizable faculty directed teaching time, limiting support in the classroom

school, one for high school) on faculty with one Director of IT curriculum and learning	• Many faculty dependent on presence of technology coaches when implementing technology in curriculum		

Summary/Gap Analysis:
There is high knowledge and excellence in expertise across the school – it is just poorly communicated or often left to the few to implement work ongoing with IT.

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

Guiding Questions:

- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• PD offerings (both in mandated PD time and optional) in use of devices for enhancing technology use with students for learning • After School IT Workshops for troubleshooting technology issues • Parent classes on 21st century digital	• Poor attendance at volunteer "drop in" workshops • Workshops driven by director of IT and coaches – few if any opportunities for faculty expertize to be utilized • Professional development schedule not put into place at	• Plan out a well communicated and thought out PD schedule that allows faculty to plan ahead for learning • Encourage collegial walkthroughs for educators to see the technology in action with identified faculty that are implementing	• Poor leadership communication • Personality driven agendas • No time on busy schedule to devote to walkthroughs or PD

citizenship • Workshops offered as part of ongoing professional development	beginning of school year - no forward planning in terms of what is coming next	good technology in teaching and learning	

Summary/Gap Analysis:
While there are many strategic planning documents in our school, few are clearly understood by faculty and really seen in action. Synthesizing a lot of these materials into a more understandable roadmap and focusing on a few things per year instead of the breadth of ideas would help to hone focus.

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*
• Teachers have school issued MacBook Pro • Students 6 – 11 have school leased to own MacBook Pros • In-house technical support • System in place for alerting technical support to outages	• Inconsistent and unreliable wireless in parts of the campus putting teachers off using technology consistently in classes • Some students elected to buy own Mac Devices so some students operating on MacBook Air with different connectors for power etc. • Technical support not	• PD should include tech support – showing teachers technology and in reverse, teachers showing what they can do when the technology works	• Not seen to be mutually beneficial to understand each other's jobs in a busy schedule

	educators		

Summary/Gap Analysis:
In-house technical support team should be as visible as the teachers to the students and the whole community – and not just in the room when the technology needs to be fixed!

ESSENTIAL CONDITION EIGHT: Curriculum Framework

ISTE Definition: Content standards and related digital curriculum resources

Guiding Questions:

- *To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)*
- *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
- *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?*
- *How is student technology literacy assessed?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Access to wide variety of well chosen, curriculum support material including: - Lib Guides - Rosetta Stone - Wide variety of online periodicals - JSTOR • Students taught about ISTE Standards for Students in "Making Good Decisions" Digital Citizenship classes • Technology integrated into reflection activities in subject areas	• No ongoing assessment of technology ability • Parents are not aware of state standards (private school)	• Development of international school assessment on technology literacy for students in this kind of educational environment	• Time allocated to the technology leads – ideas are there but there is no time allotted on the schedule to devote to this kind of work

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Summary/Gap Analysis: The school is technology rich but is fast paced and lacks cohesive leadership in terms of technology focus to ground the great ideas and possibilities that are currently available.			