Name: Sheri Bashlor Semester: Summer, 2016

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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* |
| Teachers use technology in daily lesson plans. Math teachers use short-throw projectors for bell ringers and during instruction. Graphing and drawing tools are used frequently. Students participate during instruction by doing activities with short-throw projectors as well. English and social studies teachers use short-throw projectors to show passages, highlighting, PowerPoints, video clips, and more. All teachers in the building have document cameras as well, to display various items needed to be seen by the entire class. English teachers also display passages on the board, while students have the same passages, in order to show students how to walk through a cold read. Teachers demonstrate revising and editing through writing experiences as well. Many teachers have sound systems and voice modifications, in order for teachers to be heard by all students clearly in the classroom. Ninth-grade mathematics teachers have video cameras in tier classrooms so that when their students are in ISS, they can watch the math lesson live.  Teachers take advantage of four Chromebook carts as well as five computer labs where they can sign up to use them. Teachers use the computer lab to teach and for students to show mastery of skills. Math teachers use the labs to practice CCGPS when the unit they are on calls for practicing skills they are learning. Teachers analyze data and use the labs to differentiate learning during lessons. While some students are working on practicing skills to gain mastery, teachers pull small groups to reteach skills reviewed for the assessment data. Economics classes use the math lab to complete their yearly unit on personal finance, which is part of their GPS, which was offered through EverFi. | Most teachers use short-throw projectors only to project information on the board; little student interaction is noted.  Teachers do not use innovative technology to motivate student learning.  Many teachers do not utilize technology use for projects or presentations for students to prove knowledge of a subject. | Implementing BYOD in more classrooms may allow for new practices to take place and free up other devices, in order to promote a 1:1 initiative.  An after-school technology club may introduce new techniques and ways to use technology during instructional strategies for teachers.  Learning more about the new Georgia Law that allows students to use computer science as a foreign language may open up more job opportunities for teachers and learning opportunities for students. | Teachers may feel enforced to embed technology during daily lessons and TKES observations; therefore, their joy for using technology may deteriorate.  Students may be missing opportunities to learn about new technologies due to teachers wanting to continue down the road of traditional teaching methods or the use of technology only through short-throw projectors and document cameras. |
| ***Summary/Gap Analysis:***  Technology is available at Wayne County High School and used on a daily basis. Short-throw projectors and document cameras are in each classroom, where teachers mainly use them for projector purposes. Projection tools are vital to have in a 21st-century classroom. Although these tools are essential, they are mostly “centralized, teacher-controlled, front-of-the-room devices that kids mostly watch” (Zemelman, Daniels, & Hyde, 2012, p. 128). Teachers need more instruction of and access to interactive technology that students can use to learn, practice, and manipulate. Students also need to be more involved in project-based learning that requires hands-on activities and presentations to demonstrate their learning in a multi-faceted way.  At this time, only a few teachers implement BYOD in their classrooms; more exposure to this type of learning may help both teachers and students realize how much cell phones can actually assist with and contribute to the learning process. A lot of training would need to accompany the use of cell phones in the classrooms, as students need to know their boundaries and teachers need to recognize the possibilities of using them. In addition, there isn’t much talk of flipping classrooms in any classrooms; I believe more teachers may use this innovative way of teaching if students without devices had more access to them or resources before and after school hours. The use of audio sound equipment and videography in some classrooms is encouraging, as I do believe these types of technologies are both unique and useful to have. Assistive technologies are utilized for Special Education students when needed, and there’s an Assistive Technology Fair for the District to promote using it more.  Overall, I believe the school is off to a great start in becoming a technology-enriched school; however, improvements should be made. Using more innovative and student-interactive tools and programs should take place, in order for the school to continue growing in this area. Administrators and teachers could visit other schools to see this type of instruction or research ideas on how to utilize technology for create a more interactive environment for the students of all ages in our school. The addition of different types of devices like tablets, such as iPads, may also be great for students to use. | | | |
| ***Data Sources:***  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best practices.* Portsmouth, NH: Heinemann. | | | |

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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? Explain how will you advocate for a solution.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| There is an official vision for technology use in the District, which is well-written and detailed.  Teachers are aware there is a shared vision within the District.  Research-best practices are embedded within the District’s Technology Plan.  Administrators, teachers, and technology leaders are utilized as stakeholders throughout the Technology Plan.  A personal finance unit is taught in Economics, which motivates students to become lifelong learners and to apply technology to real-world practices. | There is not an official vision for technology use at the school level.  Community or parent stakeholders are not involved with the technology plan for the District. | Creating a Wayne County STEAM Team may help initiate new opportunities throughout the District, with representation from each of the schools. Technology practices will be shared and demonstrated at appropriate age and developmental levels with this committee, as well as the brainstorming and execution of ways to involve the entire school system and community as stakeholders in the process of technology use at both school and home. | Teachers are often placed on many committees that take up time. Teachers may not be willing to put in volunteered hours to push-out the initiative.  If a teacher is not passionate about technology, he or she may not be interested in creating, implementing, and revising a vision that could affect all students positively. Teachers who are on a team to share a vision need to be knowledgeable and passionate about instructional technology in education today. |
| ***Summary/Gap Analysis:***  A shared vision is the foundation of a technology plan and should drive the writing, revising, editing, and implementation of it. It’s a time when administrators, technology leaders, teachers, students, parents, and community members can all become stakeholders; therefore, a clear and strong vision should be common grounds for all people involved. Without a shared vision, confusion, lack of understanding, and deterioration in leadership may take place.  Creating a committee for teachers to share and promote technologies being used is important for continuing a shared vision. Without constant contact with those who are savvy in this area may result in teachers not using technology as much as they would with the presence of it. A STEAM Team could brainstorm ways to get teachers more interested in using technologies within each school. Since there would be representatives from each school and community members, this would be a great way to bring collaboration for the entire county as well and remind stakeholders of the vision they all possess for student learning to take place. Eric Sheninger, also known as the “Tweeting Principal, agrees that both communication and re-envisioning learning spaces and environments are tools in fostering digital leaders (Sheninger, 2014). Events, such as technology fairs and after-school clubs may also increase community members and parents getting involved with the shared vision as well. | | | |
| ***Data Sources:***  ISTE (2016). *Essential conditions.* Retrieved from <http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision>.  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times.* Thousand Oaks, CA: Corwin.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>. | | | |

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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 a technology plan to guide technology use within the school at the District level, and parts of the plan are integrated into the School Improvement Plan.  Technology Specialists are available at every school in the Wayne County School District.  Teachers recognize there is a plan in place for technology within the District level.  Teachers include technology in daily lesson plans, which are evaluated through the TKES process. | The technology plan is outdated, as the dates stated are June 1, 2013 through June 30, 2015. A newer technology plan has not been completed at this time.  The school does not have a school-wide plan for technology, although it is integrated into the School Improvement Plan.  Beyond-school access isn’t available at this time.  Data awareness doesn’t exist about planning the use of technologies for students who do not have access at home. | The technology plan is up for revising; therefore, new technologies and improved planning should be included in the new technology plan.  An after-school technology club may be offered to all students (and maybe even parents) this upcoming school year.  The School District may begin the process in becoming a part of the Georgia Technology Fair.  Teachers could be given opportunities to share technology, possibly even in a flipped-classroom setting, where teachers can watch during their own time and place.  Awareness can be raised about digital divides and inequities; brainstorming solutions could help diverse populations gain more technology use and Internet access.  Common planning time with technology leaders may open up teachers to new ideas and possibilities within their classroom. | Teachers may be overwhelmed at the current use of technology being used in the classroom and try to push-back the use of more innovative ways of using technology in education.  Teachers may not see technology as a way to enhance the learning experience within their classrooms due to lack of knowledge of resources.  Parents or community members may not understand the need for students to use technology at home. |
| ***Summary/Gap Analysis:***  Wayne County has a District technology plan that involved a multitude of leaders and visionaries; however, it is not as up to date as the technology that is being utilized in the classroom. The plan was written in 2012, and hasn’t been revised since; with the ever-changing world of technology, devices, and programs, regular revisions to this plan should be taking place. The schools have worked hard since 2012 to meet the conditions and goals placed in the plan, but rigor and additional information and ideas need to be added. Creating a technology plan for WCHS specific to high school education may increase participation embedding technology in the classroom as well. The focus would be narrowed to the use of technology specific to a high school audience and help teachers gain ideas for instruction and interaction.  Teachers are expected to have technology integrated in their daily lesson plans; the action in these plans is concretely observed at least six times during the year through TKES observations. Teachers have adequate time for planning; however, they may not have access to other technology leaders in the school during their planning time. Allowing time for common planning to take place with technology leaders or observations of technology being utilized in classrooms may also help teachers envision and learn different ways to use technology in the classroom.  In conclusion, planning the use of technology is promoted and demonstrated throughout the school. Improvements can be made by making sure teachers are implementing technology to the best of their abilities and finding ways to improve their abilities at the same time. Constant improvement should be encouraged throughout the school, providing teachers with opportunities to plan together and share information as they learn it. In addition, administrators need to make sure technology is being used to its potential in order for students to get as much from this type of instruction as possible. | | | |
| ***Data Sources:***  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>.  Wayne County School Improvement Plan (2015-2016). Retrieved from <http://www.wayne.k12.ga.us/files/930643/school%20improvement%20plan%202015-2016.pdf>. | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address low SES and gender groups – ie. females.) | | | |
| *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?* * *How will you* ***advocate*** *in regard to* ***digital equity issues among low SES and gender groups (ie. females)****?* * *Do students/parents/community need/have beyond school access to support the shared vision for learning?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| IEPs include assistive technologies, which are provided by the school; there is also a Wayne County Assistive Technology Fair for students who receive Special Education services.  Special Education classrooms have devices, hardware, and software comparable to regular education classrooms. | Parents do not have access to computers and digital resources at this time.  There are no at-home or check-out procedures for technology use at home currently in place.  Not all teachers are using project-based learning within the walls of their classrooms.  The technology plan’s mention of equitable access is vague and only applies among schools, not within or in relation to at-home access for all students. | Wayne County is a Title I District and uses funding to purchase new and up-to-date technologies to use in the classroom.  The District Technology Center can begin offering classes to parents, allowing them access to technology, with the result of encouraging use of technology at home as well as being able to help their children with assignments at home.  New and innovative ways to use technology educationally and at home can be shared on social media for Wayne County High School or for the District.  Reaching out to form clubs such as Girls Can Code will raise awareness of digital inequities and offer opportunities to close the gaps.  Create a check - out center for students to check out technologies to use at home for school.  Make sure parents are as well as community members are aware of ways to help digital equity within the school.  A digital inventory will help identify needs not currently known. | Parents or students may be embarrassed if a home doesn’t have technology access.  Some parents may not understand how to use the technology and hesitant to ask questions when needed. |
| ***Summary/Gap Analysis:***  Acquiring, displaying, and demonstrating knowledge in digital equity is essential for all technology leaders in education today. Digital equity is one of the essential conditions identified by ISTE.  Research has proven the advantages technology can offer in education and instruction; all students deserve the same opportunities, regardless of socioeconomic status and/or background.  It is important for a technology leader to be informed about what students need access to technology in their homes and find ways to cross the bridge in doing so; some schools find this information through technology inventories.  One must possess general and sometimes specific knowledge about different devices and services in order to troubleshoot different problems that may arise with the technology.  All students deserve to have digital access; unfortunately, a digital divide still exists throughout education today. In order for all students to have access to technology and Internet services, changes must occur within WCHS. Wayne County High has a large amount of students who are from low-socioeconomic homes, and many students do not have access to digital devices or Internet services. In the current District technology plan, equitable access is mentioned but it focuses on a fair distribution of devices and technology to all of the schools; it doesn’t include digital equity solutions for students who may not have Internet access or devices to use at home. Digital divides also exist among teachers, with those who are comfortable with using technology and with those who are not comfortable in doing so; a Technology Center has been created to help with this problem, but teachers who are not comfortable using technology still need help in using it with ease. It is important that the updated technology plan include all aspects and solution ideas for digital equity to begin taking place on a broader scale. Solutions such as before and after-school access for students and parents, technology clubs, clubs or digital opportunities open to females, the implementation of a technology fair, device check-out center, and more involvement opportunities for the community and parents may help alleviate these issues that exist among WCHS today. The information gained from a digital inventory would be a wealth of knowledge and could help determine where to begin to help start closing the existing gap. Katz and Levine (2015) support digital learning inventories discussing of using a digital learning inventory to determine deficits and strengths set forth in schools and communities (p. 22). A digital inventory will also help to identify specific needs for subgroups, such as females, special education and gifted students, and those who live in areas and homes with low socio-economies. Awareness needs to be increased among teachers and the community to help as well. | | | |
| ***Data Sources:***  ISTE (2016). *Essential conditions.* Retrieved from <http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision>.  Katz, V. and Levine, M. (2015). Connecting to learn: Promoting digital equity for America’s Hispanic families. *The Families and Media Project, The Joan Ganz Cooney Center at Sesame Workshop,* 1-28.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>. | | | |

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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* |
| All teachers are proficient in using the Student Information System, *Infinite Campus*.  Teachers use electronic white boards and interactive response systems to foster engaged learning within classrooms.  Teachers use document cameras, computer labs, and Chromebook carts for instructional use for student-learning time.  Email is used to communicate throughout the school building and system as well as with parents.  Google Documents have been introduced to existing teachers as a new technology. | There are new teachers who have been hired at WCHS, and their knowledge of technology isn’t known to administrators at this time. | New use of Google Documents may increase knowledge in a new technology and lead to the use of Google Classroom throughout the school and grade levels. This would help with instant communication and working documents between teachers and students.  Adding the use of social media, such as *Twitter,* for teachers to communicate with students and parents may increase their knowledge of different types of education technologies available.  Using RSS resources, such as *Feedly,* may help teachers learn more about different type of technologies and how to incorporate them into their classrooms. | Teachers may resist the transition from Microsoft Word to Google Documents, due to already being proficient in the Microsoft Suite; they may not see the need to implement Google Documents. |
| ***Summary/Gap Analysis:***  At Wayne County High School, the use of technology is required in order to fulfill their responsibilities and duties. Teachers must be familiar with emailing and use emails as a form of communication; they use their professional school email to collaborate with teachers and others as well as communicate with teachers, parents, and others as well. When teachers begin working for Wayne County, they are trained in using the Student Information System, *Infinite Campus*. Through this system, teachers must take daily absence records as well as record grades. Teachers are also required to know how to use the short-throw projectors and document cameras in their classrooms and are trained in doing so during new teacher orientation.  Using new resources, such a Google Docs, is going to be great in the implementation to new ways of communication, collaboration, and more. This may lead to the use of Google Classroom and other Google Education Apps that would benefit them professionally, in the classroom, and as teachers. Learning how to use social media and RSS accounts may also contribute to the knowledge that teachers already possess. Using social media tools for public relations can help connect to other digital communities and districts, as well as retrieve feedback, meet new stakeholders, and establish a digital presence (Sheninger, 2014).  Wayne County High promotes teachers to have an established foundation for use of technology for their required responsibilities and duties. They are not just sitting still with emails, Student Information Systems, and projectors; they are increasing their knowledge with collaborative tools such a Google Documents. The school will continue to increase their knowledge and use in these types of technologies, which is best for the school and the teachers and students within. | | | |
| ***Data Sources:***  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times.* Thousand Oaks, CA: Corwin.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>. | | | |

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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* |
| Technology inventories are completed throughout the year to identify teachers who are expressing needs for learning in the area of technology. Professional development for technology is then planned by the Media Specialist and Technology Director at WCHS, based on the technology needs identified from the survey.  Professional development for technology is housed at the Technology Training Center, where technology leaders work to provide instruction to meet the needs of the teachers in the District. PD can be provided to larger groups of teachers at the Tech Center.  New Teacher Orientation is housed for four days at the Technology Training Center, in order to provide new teachers with the training they need to be able to utilize technologies that are available to them.  Special Education teachers are sent to conferences to learn about assistive technology and ways to integrate different types within the classroom.  A webpage with tips for technology use for teachers is available.  Training on Google Docs, uses of iPads, and procedures for using Chromebooks is provided for all teachers in the school building. Additional training is given to teachers based on the specific need. | Some teachers need additional professional development on specific technologies, hardware, and/or software.  Teachers need more training on specific technologies within their subject or discipline.  Increased awareness of free technology for specific content areas needs to occur for teachers. Teachers often get overwhelmed when looking for these types of technology and give up during the process. | Providing substitutes for teachers attending technology conferences should help encourage technology use in the classroom by learning newfound knowledge.  Select teachers are sent to the GaETC each year to gain knowledge in their pertinent subject area, along with the seamless integration of technology within their expertise. | Teachers may not feel comfortable in expressing their lack of experience or knowledge in a technology.  Technology conferences may be overwhelming to beginner technology users, as many of the classes at the conferences assume background knowledge exists.  Teachers may feel technology is taking their place as teachers, instead of assisting them in a better learning environment. |
| ***Summary/Gap Analysis:***  Professional development is a constant at Wayne County High School. There are a multitude of opportunities for training to take place; when the school sees a need for it, it happens. When becoming a new teacher at WCHS, teachers undergo a series of trainings that will expose teachers to the different types of technologies they will be encountering; while in training, teachers learn how to use the technologies to the degree of proficiency. Other professional development opportunities are given throughout the year, depending on the teacher’s position and need.  I do believe teachers need more training in the area of interactive technology that students can use in the classroom. This type of training could help teachers see possibilities where they have not before. Technology needs continual training in order to keep up with updated information and devices being used or that could be used in the classroom. It needs to be the individual needs of teachers, so differentiation is essential with this type of guidance. Wayne County High does a great job at meeting teacher needs through professional development opportunities, but additional resources in specific contents are still needed to increase. | | | |
| ***Data Sources:***  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>.  Wayne County School Improvement Plan (2015-2016). Retrieved from <http://www.wayne.k12.ga.us/files/930643/school%20improvement%20plan%202015-2016.pdf>. | | | |

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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* |
| Every school in the Wayne County School District has access to a Technology Specialist.  The tech support is knowledgeable of the devices, hardware, and software at each school and excels in troubleshooting for these resources.  The Head Technology Specialist for Wayne County is very knowledgeable. | The former Technology Specialist retired; therefore, a new Technology Specialist will begin this school year. There may be some gaps noticeable in the beginning, as he is new in this type of position.  The new Technology Specialist isn’t familiar with the teachers and their skills within the school. | The Technology Specialist will get the latest training in capitalizing on his role.  Some teachers may feel more comfortable with telling their needs or lack of proficiencies to someone they do not know. | Some teachers may not use the new Technology Specialist due to not knowing him, his skillsets, or his specialties. |
| ***Summary/Gap Analysis:***  Technology support must occur in a 21st-century school; therefore, Technology Specialists are an indispensable asset to all schools. Wayne County High School has a Technology Specialist who is new to the system and position; therefore, there may be a learning curve in this area. The TS will need to not only get to know all of the teachers in the school, he will also need to learn where they sit on the technology realm and help increase their knowledge from where they currently are; this is a large task, but doable.  Technology Specialists are important for troubleshooting when problems arise. It’s important the new Technology Specialist becomes extremely familiar with the equipment, devices, programs, hardware, and software that is available to teachers and how to remedy problems that may occur; sometimes this has to be done through trial and error. A strength Wayne County School System has is a multiple Tech Specialists throughout the county; therefore, the new one at the high school will have many to look to for answers to questions if needed. In addition, the Head Specialist for Wayne County is known for being able to “answer any tech question imaginable about technology” (Moseley, 2016). Knowledgeable leaders are asset to the technology realm, in order to train others to become experts in educational technology. | | | |
| ***Data Sources:***  ISTE (2016). *Essential conditions.* Retrieved from <http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision>.  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>. | | | |

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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* |
| Teachers are evaluated on using technology during instruction through the TKES process.  English, math, and science textbooks have digital resources that teachers are utilizing throughout the school building; students can also access these resources from their home setting (if Internet access is available).  In middle school, students take a State survey to assess technology literacy; therefore, there are some gaps being filled for students prior to entering high school.  ELA standards include technology literacy, so students are assessed when learning during the English unit that includes it. | Students, parents, and many teachers are not aware of the *ISTE Standards for Students*; administrators and few teachers are aware.  High school students do not take a survey to access technology literacy.  There isn’t a school in Wayne County that is Digital Citizenship Certified. | I am going to propose Wayne County join the State Technology Fair, as I am on the State Board with my last district. If the Region and/or District do join in entering the Tech Fair, then technology literacy can be studied, assessed, and awarded at Region and State levels.  Raising an awareness of ISTE standards by posting them in classrooms would remind teachers of them and teach students about them.  A technology literacy assessment should help teachers fill in gaps for students who have holes in their learning of technology.  Working toward becoming Digital Citizenship Certified by Common Sense Media should help bridge the gap for technology literacy as well, for both teachers and students. | Teachers may feel overwhelmed to add standards to their regular regimen, when they are currently responsible for teaching so many standards already.  Teachers may resist including Digital Citizenship Certification within their instructional time for regular standards.  Teachers may feel uncomfortable teaching technology literacy, when they lack knowledge in this area as well. |
| ***Summary/Gap Analysis:***  Curriculum development is an important part of technology integration; this topic has been an ongoing development since the integration of technology in education. When technology started becoming more prevalent in education, teachers used technology as more of an addition or side piece to a lesson instead of integrated within the lesson seamlessly. Today, teachers are expected to include technology as an integral part of their daily lessons. Students need this type of instruction, as they will soon be entering the real world where technology is implanted the same way.  Although Wayne County definitely is off to a great start, there is room for improvement for Wayne County High School in the area of curriculum framework. Teachers do have access to digital software and are assessed with their entirety of using technology through TKES observations. At this time, teachers do not have much knowledge in the ISTE standards; ISTE standards should help teachers drive instruction and act as a reminder of what to include when infusing technology in daily lessons and activities. WCHS also doesn’t have much knowledge about their students’ technology literacy. There isn’t an instrument given at this time to identify strengths and weaknesses in this area; in order to get students ready for real-world experiences after high school in college and/or their careers, they need to be pushed closer to their potential in this area. | | | |
| ***Data Sources:***  ISTE (2016). *Essential conditions.* Retrieved from <http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision>.  Lead and Transform Diagnostic Tool on the ISTE site.  Moseley, T. (2016, July 8). Facebook interview.  Responses from Survey Instrument created by S. Bashlor.  Wayne County School District (2012). *Three-year technology plan.* Retrieved from <http://www.wayne.k12.ga.us/files/619654/final%20tech%20plan%20part%201.pdf>. | | | |

Appendix

Table 1.1, Responses from Survey Instrument

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. There is a shared vision among our District for implementing technology for our entire school system; an implementation plan has been written and is in place. | 89% | 11% | 0% | 0% |
| 1. Our school has access to current technologies and software. | 94% | 6% | 0% | 0% |
| 1. I feel highly skilled and comfortable with the use of technology during instruction. | 78% | 16% | 6% | 0% |
| 1. Professional development opportunities are readily available for all technologies used in our school. | 11% | 56% | 33% | 0% |
| 1. The school provides technical assistance when needed for maintaining and using technology. | 89% | 11% | 0% | 0% |
| 1. I am knowledgeable in using technology for the subject and grade level for which I teach. | 78% | 16% | 6% | 0% |
| 1. Students are the center of my instruction, as I facilitate students using technology-based resources. | 100% | 0% | 0% | 0% |
| 1. As a teacher, I continuously assess the effectiveness of the technology I use in my classroom. | 94% | 6% | 0% | 0% |
| 1. Community members are involved with effective technology use for learning. | 78% | 6% | 16% | 0% |
| 1. There are policies within the school and District that support technology for teachers and students. | 94% | 6% | 0% | 0% |

Short Answer Questions:

1. What are areas in technology (access, instruction, use of devices, etc.) do you feel our school could improve?
2. What technology topics would you like to see offered through professional development for the upcoming school year?
3. As a school, what are some ways we could provide digital equity to all students?

Lead and Transform Diagnostic Tool Results

