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 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)*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Most teachers implement the Bring Your Own Technology (BYOT) initiative to support teaching and learning. Many teachers build online learning activities within itsLearning, an online learning management system, to provide blended learning opportunities for students. All students exposed to a digital citizenship and online safety curriculum during the Media rotations (once every 8 days). The school website and other Social Media channels are used to consistently communicate news and instructional ideas to students, parents, and other stakeholders. Some students began building individual online portfolios to publish work and/or progress monitor own learning throughout the school year. All teachers and students have access to a wide variety of digital resources and software to enhance teaching and learning. All teacher are provided with a laptop to design, develop, and implement technology-enhanced lessons on a daily basis. Every classroom has an interactive ActivBoard and 4 desktops. In addition 90 laptops, a desktop lab, and a set of 12 Galaxy tablets are available to students and teachers to integrate into daily lessons. Most technology-enhanced lessons support the GPS and Common Core Standards. An instructional technology specialist, media specialist, and instructional coach are available to support successful integration of technology in learning and teaching in the building.	Some teacher do not implement the BYOT to support daily learning in their classroom. Many K-3 teachers do not utilize itsLearning as a platform to implement elements of blended learning and/or flipped classroom with their students. The hardware of technology resources in the school are outdated which intervenes with effective technology integration on a daily basis and discourages its use by teachers and students. Teachers integrate technology mainly to support lower-order thinking activities (drills, recalling, and understanding), instead of focusing on the 4 Cs: communication, collaboration, critical thinking, and creativity. All students do not receive equal opportunities to use technology for learning since some teachers choose not to implement technology in their classrooms. Most of support teachers (EIP, Spec.Ed., and ESOL) rarely integrate technology resources in their small group instruction to support learning. The time for professional learning to improve teachers' knowledge and skills to integrate technology to engage students into authentic, relevant learning tasks is limited.	Voluntary staff development opportunities are available to teachers at the district level during summer to provide support in learning about effective ways to integrate technology in the classroom. Other district schools provide opportunities to observe a variety of strategies to enhance learning with technology implementation. Many parents in the community work in technology-related fields and can provide support in teaching students basic skills in programming, web design, etc. to enhance various student interests. Multiple resources and opportunities for independent professional learning are available via webinars, Twitter, and other online resources.	Teachers are overwhelmed with multiple initiatives that take place in the school at the same time (school, district, and state levels). Lack of time and/or resources (stipends for attending, professional learning days, etc.) for additional professional learning focused on technology integration in a classroom. Parents of primary grade students, specifically in kindergarten and 1st grade, are concerned about the BYOT initiative (screen time, responsible use, protection and safety of personal devices). Some teachers do not understand the purpose of technology integration in teaching and learning, view it as an unnecessary tool in a classroom, and resist its implementation.

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Summary/Gap Analysis:

Use of technology in the school supports Georgia Performance and Common Core standards. All teachers use a variety of digital resources to design, develop, and implement lessons that engage students with the content. Teachers feel comfortable using ActivBoards and laptops provided for them by the district. However, teachers do not provide enough opportunities for students to use technology tools and resources independently. The technology use in most classrooms does not support development of high level thinking skills or encourage online communication and collaboration among students. Students participate in teacher-driven learning activities, which limits their creativity and do not expand their audience beyond classroom walls.

Students in the school do not have equal access to technology tools and resources on a daily basis. Such learning opportunities depend on teacher choices. While some teachers take risks and try to build a student-centered engaging learning environment with technology integration, others resist the change and prefer to continue teaching in more traditional ways. In addition, there is a discrepancy in technology use between primary and elementary grades. Students in grades 4-5 have more opportunities and choices to learn with technology, especially with the BYOT integration. Most teachers in grades K-3 view technology as "one more thing to do." They feel it takes too much of instructional time to integrate technology into lessons and allow students to work with it daily. The lack of student basic technology skills (typing and basic troubleshooting) prevents teachers from implementing the tools regularly. It is our suggestion to make daily technology integration in learning as one of the expectations for teachers in the building to help equalize learning opportunities with technology among all students in the school.

Professional learning should integrate strategies for effective technology integration into the content of every session. Instructional leaders should work closely to design, develop, and implement a professional development plan that will help teachers understand the connection between the content, pedagogy, and technology. Teachers should also be encouraged to continue their professional growth independently by using online resources and learning communities such as Twitter, education journals, blogs, etc. The leadership team should model how technology resources may support independent professional learning and provide opportunities for teachers to lead collaborative learning in the school.

The school should build relationships with outside experts. Businesses and individual experts can be invited to share their expertise with students and support their interests in programing, web design, and other technology related areas through the mentoring program or after-school clubs. Teachers should also have opportunities to communicate and collaborate with colleagues form other schools in the district and share ideas and resources for technology integration in the classroom. Teachers need opportunities to see effective technology integration strategies in action. Therefore, opportunities for peer observations within own building and in other schools should be provided to all teachers. The instructional coach, instructional technology specialist, and media specialist can model specific strategies and digital tools in teachers' classrooms to support job-embedded ongoing professional learning in the school.

Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of 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.

SWOT Analysis Template for Technology Planning Needs Assessment

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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/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*
The vision for technology integration is incorporated into the school improvement and professional development plans that are aligned to research-based practices. Administrators, teachers, and students can articulate the school vision for technology integration in teaching and learning. The school vision for technology is aligned with the district technology vision and instructional initiatives. Many teachers integrate technology tools and resources to motivate students. Most teachers are aware of National Educational Technology Standards for Students and the 4 Cs of 21st century classroom (communication, collaboration, critical thinking, and creativity). A few teachers support a variety of elements in national visions of technology integration and implement lessons to support them: coding, basic programming, gamification of education with Minecraft, etc.	The school does not have a stand-alone vision that specifically addresses technology integration. Parents are not fully aware of the school vision for technology integration. Many teachers do not view technology as a critical element in improving student academic performance. Therefore, many teachers do not implement technologies on a daily basis to act upon the school vision. No clear expectations for technology integration that support the vision indicated in the school improvement and professional development plans are developed or clearly stated in the school. Teachers do not intentionally focus on National Educational Technology Standards for students to address them in everyday lessons.	A few teachers understand the school vision for technology integration AND develop student-centered, research-based strategies to implement in their classrooms. Giving these teachers leadership opportunities can expand the quality of technology integration in the school. The leadership team has decided to design professional development with continuous and consistant integration of technology tools and resources to model effective strategies to teachers. The school has been chosen for a Personalized Learning tour in Forsyth County Schools next school year to spotlight technology integration in teaching and learning.	Some primary grade teachers (K-2) believe that the NETS for students are not age appropriate and do not see a value in integrating them in everyday lessons. Parents want to see more technology in the school (hardware, gadgets), believing that the amount of technology available to teachers and students alone will impact academic outcomes. Teachers are hesitant to learn about new digital tools and resources because of their ever-changing characteristics. Teachers think they can never catch up with technology and tools become outdated and/or changed before they are mastered.

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Summary/Gap Analysis:

Shiloh Point Elementary school incorporates its vision for technology integration into the school-improvement and professional development plans. All teachers and students understand and can articulate the vision for technology integration. However, teachers do not consistently and continuously provide technology-enhanced learning opportunities to students. Therefore, actions to make the vision a reality in the school are not evident. We suggest for the administrative and/or instructional leadership teams in the school to develop a set of specific expectations for technology integration in each classroom and provide necessary professional learning opportunities and ongoing job-embedded support to help model and monitor the implementation regularly.

The school does not have a stand-alone vision for technology integration because the administrative team believes that technology should not be separated from instruction, but be an important part of it. It is necessary to help all teachers and parents understand such vision and provide them with a rational behind it and collaboratively develop a specific plan for implementation. The administrative and instructional leadership teams should continue modeling seamless integration of technology into daily instruction by building online professional learning community and connecting technology with pedagogy in every professional learning session. We also suggest making it a requirement to integrate and record the NETS-S in daily lesson plans.

A technology integration gap between homeroom teachers, who effectively integrate technology on a daily basis, and support personnel is evident in the school. It is necessary to narrow that gap to ensure that all students have equal opportunities to learn with technology. ESOL, EIP, and Special Ed. teachers should collaborate with regular education teachers and the instructional leadership team to develop knowledge and skills to implement technology in daily lessons with diverse groups of students.

Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*

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What is the current reality in our school?

Forsyth County Schools has a 5-year plan for achieving the technology vision. As a part of a multimillion grant, Forsyth County Schools implement itsLearning, an online learning management system, to provide personalized learning opportunities to all students and progress monitor their learning. The school vision for technology is aligned with the district technology vision and instructional initiatives. The vision for technology integration is incorporated into the school improvement and professional development plans.	The school does not have a separate, specifically articulated plan for technology integration. The school does not have clearly articulated expectations for technology integration in each classroom. Teachers' individual decisions about technology integration create unequal access to technology resources and tools for students. Parents do not understand the vision and the plan for technology implementation in the school.	The school has a clear focus on strengthening pedagogy and quality of teaching and learning. The instructional leadership team in the school has a clear vision for technology integration and can articulate the plan for its implementation. The school has a variety of technology resources and tools available to implement the vision.	A lack of time for professional development to address professional learning needs of teachers in the school. Teachers are overwhelmed with multiple initiatives and improvement plans that take place in the school at the same time (school, district, and state levels). Parent concerns and beliefs about technology integration in learning for young students.

Summary/Gap Analysis:

All members of the school community (excluding parents) can articulate the vision for technology integration, but they lack initiative or skills to regularly implement it in classrooms. The school's focus on improving pedagogy should lead to effective technology integration. However, the instructional leadership team should clearly state the vision, plan for implementation, and expectation for technology integration in every classroom and monitor its implementation throughout the school year. We also suggest engaging parents and other community stakeholders in learning about the school technology vision and plan for its implementation. Parents should be actively involved in the decision-making process in regard to technology and support the school improvement plan.

Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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 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?*

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Strengths	*Weaknesses*	*Opportunities*	*Threats*
Every classroom has an interactive ActivBoard and 4 desktops. In addition 90 laptops, a desktop lab, and a set of 12 Galaxy tablets are available to students and teachers. 5 kajeets are available for a free-of-charge check-out if students do not have Internet access at home. Mentor Me sessions are offered weekly to educate ESOL parents about technology tools and resources available to students in the school. All teachers have a choice to implement the BYOT initiative in their classrooms to support engaging, standard-based, student-centered learning. All digital tools and software provided by the district are accessible to teachers and students via Citrix and/or the Internet. The itsLearning platform is adopted by the district to provide ongoing learning opportunities via an online management system to all students. The school purchases multiple online resources for teachers and students to support learning and teaching: Raz-Kids, Learning A-Z, Spelling City, etc.	Not all teachers provide technology-enhanced learning opportunities to students. The hardware of technology resources in the school are outdated which intervenes with effective technology integration on a daily basis and discourages its use by teachers and students. Teachers do not have necessary knowledge and skills to implement itsLearning tools in everyday instruction and provide opportunities for blended and/or flipped model classroom instruction.	Multiple grants are available to upgrade technology resources in the school. Partners in Education are willing to assist the school in providing equitable access to technology for all students. The school is located in a very fluent area where most families have multiple digital resources and Internet access at home.	Some teachers and parents view equitable access as a necessity to have a technology gadget for every student in the classroom. The focus is on the number of devices instead of the quality of instruction with which they are integrated. Lack of time and resources to educate teachers about effective strategies for communication, collaboration, critical thinking, and creativity among students in a classroom setting different from 1:1.

Summary/Gap Analysis:

Students and teachers in the school have a variety of digital tools and resources available to integrate in teaching and learning on a regular basis. The BYOT initiative allows students to bring technologies to school and use personal devices on a school-provided filtered BYOT network. itsLearning, the online learning management system, is used by many teachers to provide ongoing learning opportunities to students, and the use of the platform gradually increases in the school. Families without an Internet connection at home are given kajeets, devices that provide a free filtered network connection for students at home.

The school has a strong PTA organization and many Partners in Education that can provide financial support for improvement of the exciting technology tools and making them accessible to all students. The school takes initiatives to engage parents in the decision-making process in regard to purchasing digital resources. However, more in-depth education for parents is needed to help them develop an understanding of the school vision and implementation plan for technology integration.

Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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

ESSENTIAL CONDITION FIVE: Skilled Personnel			
ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.			
Strengths	*Weaknesses*	*Opportunities*	*Threats*
Most teachers use itsLearning, the online learning platform, for blended instruction with students. Technology is used to take attendance, monitor student progress, record grading and reporting, and create common assessments. All teachers and staff use the school website, Social Media channels, email, and itsLearning for communication with parents and students. All teachers have a choice to participate in the Bring Your Own Technology (BYOT) initiative.	The majority of technology use in the classroom is on the adaptive level. According to the Technology Analysis (2012), 40 % of technology-enhances activities supports lower level thinking activities (drills, recalling, and understanding). Lack of professional learning to increase technology use to the transformational level. While there are many sources of technology in the classroom, 56% of classroom instruction in the school does not integrate technology tools and/or resources (Technology Analysis, 2012). itsLearning is new to teachers and staff and teachers will struggle with the technical skills needed to use. Many of the teachers are unaware of 21st century skills for technology, communication, critical thinking, collaboration, and creativity (4Cs). Teachers need instructional strategies to increase the 4Cs of technology.	In addition to district sessions, Instructional Technology Specialist and Media Specialist in the school are available to teach professional learning on itsLearning. ITS and Media Specialist are available to provide instructional coaching on integration of technology and increasing use from adaptive to transformational. Teachers have opportunities to take a leadership role in teaching specific tools and strategies to implement technology into daily lessons. The district offers learning coursed for potential Instructional Technology Specialists and creates opportunities for teachers to take a leadership role with technology.	Some teachers are reluctant to use itsLearning for fear of possible changes in technology tools. Teachers are on a wide spectrum of technology and instructional knowledge and skill. itsLearning is not fully developed by the company, and technical issues arise. The solutions for the technical issues are not provided immediately.

Summary/Gap Analysis:

Teachers successfully use technology tools and resources to communicate with parents, administration, and students. Most teachers in the school integrate the BYOT and other technology tools and resources on an adaptive level, focusing primarily on basic skills instead of promoting higher order thinking skills, communication, collaboration, and creativity in students. Teachers need to learn and integrate instructional strategies to increase technology use and address the 4 Cs that would bring the use of technology up to a transformational level.

Professional learning is needed to help teachers be comfortable with the technology tools adopted by the district. The instructional leadership team should focus on providing ongoing job-embedded support for teachers to develop knowledge and skills for effective technology integration. Collaboration and communication with colleagues and experts within and outside the school are critical elements to impact professional growth of the staff. The administrative team needs to re-assess established opportunities for professional learning in regard to technology integration to maximize their effect on student learning outcomes.

Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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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.			
Strengths	*Weaknesses*	*Opportunities*	*Threats*
Professional development days are built into the district calendar. An Instructional Coach, Instructional Technology Specialist, and Media Specialist are on site to assist in professional learning and classroom instruction. Professional learning is differentiated for teachers based on needs and interests. Technology skills and instructional strategies are embedded into professional learning. The district provides professional learning on new online learning platform during summer. School and District professional learning is aligned to Professional Learning Standards. (GAPSS Analysis, 2012)	Professional learning participation is optional and the level of involvement is determined by the teacher. Some choose not to participate. Monitoring and/or assessment processes for professional learning in the school are not evident. Most teachers do not take the opportunity for instructional coaching with the ITS, Instructional Coach, or Media Specialist. Since itsLearning is a new tool, its full potential for instructional integration is not understood by most teachers. The alignment of professional learning to the Professional Learning Standards is not explained to teachers. The learning is aligned to target standards, but the connections are not recognized by the staff.	Professional learning structure encourages teachers to take an active role in professional learning. It empowers them to identify their needs and plan own professional learning. Professional learning structure allows for teachers to take a leadership role in their professional learning communities of their choosing. Professional learning offers PLUs to participating teachers. ITS, Instructional Coach, and Media Specialist are available to teachers in the school for collaborative professional learning.	Teachers who do not believe that they need professional learning may be in fact those that need it the most. By not having a follow-through plan to assess and monitor professional learning strategies, teachers view professional learning as unnecessary.

Summary/Gap Analysis:

There are many opportunities provided by the district and school for professional learning. Professional learning in the school is offered on a voluntary basis, following the principles of adult learning. Technology is embedded into professional learning and is not viewed as a separate instructional practice. Even though there are multiple options for professional learning, participation is not optimized. Professional learning should be visibly aligned to the Professional Learning Standards and have target learning outcomes that acknowledge the standards. This alignment should be clearly explained to teachers to help them make connections between all instructional initiatives in the district and school. Teachers and the instructional leadership team (ITS, Instructional Coach, Media Specialist) should be more proactive in finding opportunities for instructional coaching and one-on-one professional learning. If monitoring and assessing the impact of professional learning is in place, teachers will view professional learning as meaningful and necessary for classroom instruction.

Data Sources: Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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What is the current reality in our school?

ESSENTIAL CONDITION SEVEN: Technical Support

ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.

Strengths	*Weaknesses*	*Opportunities*	*Threats*
There are multiple opportunities for technology use: • Media Center has a classroom set of desktops. • Laptop carts are available throughout the building for classroom use. • Students can bring their own devices. • Classrooms have 4 desktops and an ActivBoard. • A set of Galaxy tablets are available in the school. Instructional Technology Specialist is at the school. Technical support is provided in a timely manner. Unity, an online communication platform, is used to request and provide technical support. 3 different filtered networks are accessible in the building.	Issues with technologies are not always reported by teachers in a timely manner, which negatively impacts the use of resources in the school. Teachers normally wait until the end of the day to submit online form to have technology fixed. Student personal devices may not always work as expected and/or are not comparable with the network setting or tools used in the district. Desktops and laptops are outdated and have many technical issues.	Students can be taught to troubleshoot with their own devices. When students need help with technology, parents can become involved in educational uses of technology. Media Specialist is capable and can assist with technical issues. Timely communication can be established between teachers and the Media Specialist or ITS to resolve issues in a timely manner. Videos for basic troubleshooting of technical issues can be developed and made accessible to teachers, students, and parents. Financial support is available through a variety of grants and the Bond approved in the district.	The amount of time to start up the machines discourages teacher use of laptop carts. Ongoing physical damage of school technology occurs regularly. Students and teachers do not help maintain careful use of school technologies.

Summary/Gap Analysis:

Shiloh Point Elementary has access to multiple sources of technology and access to multiple Internet connections. However, the age of the technology often poses a problem for teachers and students. Laptops and desktops are slow to start up, and teachers choose not to use them in order to avoid troubleshooting issues and preserve instructional time. The addition of the BYOT initiative has alleviated some of the hardware problems with technology, but teachers feel helpless when it comes to assisting students with technical issues on own devices. However, students and teachers have access to the ITS and Media Specialist to help with such issues. Better communication and collaboration between all parties would eliminate the fear and preserve instructional time.

Having an ITS in the building allows for technology issues to be solved quickly. The Media Specialist is available to help with technical issues as well. In addition, investing in basic teacher trainings on technical troubleshooting can improve the resolution time. The online form can be submitted to the technical support department and issues are usually resolved in a short time. However, improving the online form, teachers may be able to submit the technology issue in a timely manner. Also, the school needs to build a community of responsible technology users and educate students and teachers how to take care of the school technology.

Data Sources: Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.

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What is the current reality in our school?

ESSENTIAL CONDITION EIGHT: Curriculum Framework			
ISTE Definition: Content standards and related digital curriculum resources			
Strengths	*Weaknesses*	*Opportunities*	*Threats*
Digital resources aligned to content standards are available to teachers when designing, developing, and implementing technology-enhanced lessons. Many teachers include itsLearning as a platform for daily instruction. Standards are posted in itsLearning that align with daily learning targets. A digital citizenship and online safety curriculum is designed and developed in the school. It is taught to all students as part of the Media specials. 8th grade students in the district are assessed on NETS-S. Reports are available to all stakeholders in the district.	Teachers in the school are not required to include the National Educational Technology standards in lesson plans. Some teachers used solely as a reward or time filler in the classroom (Technology Analysis, 2012). While students are adept at using technology for entertainment, they struggle to use it educational purposes. Digital citizenship principles are not incorporated and/or monitored regularly into classroom instruction. Teachers do not have an understanding of basic requirements on computer literacy. A common set of skills that all students should know or be able to do is not evident in the school.	Posting technology standards on itsLearning may allow parents and students to see the alignment of technology standards with content. A list of basic technology skills that all students should be able to do could help focus teachers on necessary skills and knowledge for students. Professional learning will include the 4Cs of 21st century skills. Strategies will help teachers incorporate technology into daily instructions.	Teachers do not have a full understanding of NETS-S standards and their purpose. Students and parents are not aware of the NETS-S standards and their value in education. Some parents view typing classes as the only necessary technology skill for elementary school students. Teachers do not see it necessary to teach digital citizenship in the classroom. They think it is enough to address it in the Media classes.

Summary/Gap Analysis:

The administration and the instructional leadership team in the school support the inclusion of technology standards in classroom instruction, but do not have clear expectations for teachers. Therefore, many teachers believe that listing the technology standards is just another thing to do and do not see the purpose in doing it regularly. Until the true value of technology in classroom instruction is viewed as essential, technology will just be another thing to do. Feedback from classroom observations with a specific focus on the 4Cs and the pedagogy with which technology tools and resources are integrated can place real value on the technology standards and the learning that occurs when they are embedded in lessons.

Using itsLearning to align instruction with the NETS-S will allow parents and students to become familiar with the standards and their value in the content curriculums. As students use technology for educational purposes and teachers emphasize the 4Cs in instructional design, the value of technology tools and resources will change and become essential. Professional learning should focus instruction on strategies to increase the 4Cs and move technology use from adaptive to transformational.

Data Sources: Data Sources: GAPPS Report 2013, Technology Walk-Through Reports (November 2013), classroom observations, personal communications with the administrative team of the school.