Name: David Lockhart 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* |
| Several teachers are experimenting with and succeeding with student centered mastery based content in their classrooms. The school has given teachers enough freedom to find the format that works best for them. | Many teachers are still using traditional lecture based approaches that either include limited consumption based practices or no technology at all. | Milton will move to a 1 to 1 Microsoft Surface environment in the 2016-2017 school year which provides teachers with the resources to move to student centered content and creation activities. Milton will also focus on professional development opportunities centered around technology giving teachers the opportunity to learn new strategies | Threats to progress include parents and student perspectives on new practices and the attitude of staff members. Milton’s parent community is very involved, and when there is change in instructional practice from traditional, there is some pushback. Negativity from staff because they are asked to think differently about their practice can lead to resentment and content for new practices as well as the teachers trying them. |
| ***Summary/Gap Analysis:***  While Milton does have a few classes who are trying and modeling effective instructional technology practice, there are many who are not. Milton needs to effectively implement professional development opportunities for those who are not implementing innovative practices, and they need to support those staff members as they find the style and mix that works for them. Teachers need to try new practices slowly and gradually in order to ensure student success, and they need to tweak instructional practices when needed. Teachers also need to effectively communicate standards and expectations to students in order to ensure success. | | | |
| ***Data Sources: Milestone Data, AP Data, Professional Development Plan, Parent Logs, observations*** | | | |

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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* |
| Milton High School has not done formal work on shared vision for technology adoption, but they have done work on putting together an instructional model, communication plan, and a professional development plan in order to implement personalized learning. This plan includes mentions of how technology should be used in order to achieve personalized learning goals. | Milton does not currently have a shared vision for technology. This has led the Milton staff to be some what fragmented on instructional practice, and what platforms are being used. | With the pending deployment of 1 to 1 Microsoft Surfaces, Milton has an opportunity to reset the vision of what instructional technology practice looks like within their building. They could give starting guidelines, but they could leave enough freedom for teachers who have already progressed to continue their instructional progression. | The threat to a shared vision revolves around the fact that Milton already believes they have a shared vision with personalized learning. The personalized learning planning means that more than likely staff will not get together in order to write a shared vision for instructional technology use. |
| ***Summary/Gap Analysis:***  Milton High School just went through Fulton County School’s personalized learning process. This process ensured that Milton started with an instructional model, communication plan, and professional development plan before the implementation of 1 to 1 devices in the classroom. Within the plan, there are instances of how Milton is planning to use instructional technology to implement personaliz4ed learning, but there are still opportunities to unify the vision at Milton through a shared vision. This vision could include expectations of how instructional technology should be used at Milton as well as standard platforms for teachers to begin with | | | |
| ***Data Sources: Milestone Data, AP Data, teacher evaluations, observations*** | | | |

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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* |
| Milton has developed plans for the implementation of personalized learning and the rollout of personalized learning devices. | The plans developed do not address all levels of teacher, and do not unify instructional practices for beginners under plan that is easy to access and use. While student equity will improve with access to Microsoft Surfaces, there will still be some difference in equity with no plan to address students who lack broadband access at home and the wide spread use of student brought personal devices such as MacBook’s | With a new era in use on the horizon as 1 to 1 devices are deployed, there is opportunity for Milton to create a school technology plan from scratch. They can plan what effective use is, how to address equity, and how to address instruction with different devices | The threat to technology planning is time. Trying to carve time out to formulate a plan that works as well as test it to ensure success can be difficult. |
| ***Summary/Gap Analysis:***  Milton technology planning currently revolves around personalized learning. Other technology planning is non-existent. Their needs to be some sort of technology plan to address how teachers should begin with implementation of technology practices within their classroom and to address equitable access. There needs to be time to address these issues. | | | |
| ***Data Sources: Observations, Teacher Evaluations, and Surveys.*** | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address low SES and gender groups – i.e. 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 between low SES and gender groups (i.e. females)****?* * *Do students/parents/community need/have beyond school access to support the shared vision for learning?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Equitable Access will be addressed this school year through the implementation of personalized learning and the distribution of 1 to 1 Microsoft Surfaces. | If you consider Microsoft Surfaces and MacBook’s inherently unequal, then there will still be some difference in equitable access. There are also no plans to address differences in home broadband access. | There are opportunities to provide technology rich curriculum through the implementation of web-based practices through a 1 to 1. There are also opportunities to provide broadband solutions at home as the 1 to 1 devices are deployed. | The main threat to Equitable Access is apathy. Milton’ student population is generally seen on a equal playing field, and it’s student population is seen as coming from households of means. These perceptions mean that many in the school may not see the need to address equitable access |
| ***Summary/Gap Analysis:***  Milton is a school that is deploying 1 to 1 Microsoft Surfaces during the 2016-2017 school year. It also has a student population where many students bring there own device to school including MacBook’s. The schools technology planning revolves around personalized learning, but has little to no mention of equitable access. Milton’s technology committee needs to establish plans to address both the difference in personal devices as well as broadband access for students who do not have it. | | | |
| ***Data Sources: Observations, Surveys*** | | | |

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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* |
| There are several staff members who have taken risk to implement personalized, self paced, technology based courses at  Milton High School. Some include a self paced Moodle course while others are doing creative things with technology creation | Many staff members still employ a lecture based traditional approach that lacks technology. | With the deployment of 1 to 1 devices, there is opportunity for teachers to experiment and try new things with technology in the classroom. The school also has additional resources to implement professional development in order to build skilled personnel. | The biggest threat to building skilled personnel is staff attitudes. Staff speaking negatively and being unwilling to implement technology practices would hinder the schools ability to build skilled personnel. |
| ***Summary/Gap Analysis:***  Milton has a group of teachers who could be considered high flyers and who are taking risks. These teachers are building skill through implementation and trying new practices with instructional technology in the classroom. They also have another group of teachers who are unwilling to change and base instruction in a lecture based format. Teachers need coaching to implement new practices and need professional development opportunities to build skill. Milton can use some of the professional development opportunities from personalized learning in order to build skilled personal | | | |
| ***Data Sources: Observations, Teacher Evaluation, Staff Surveys*** | | | |

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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* |
| Milton is willing to send teachers to staff development opportunities, and they are willing to bring in staff development opportunities to the school. This includes possible visits to Charlotte Mecklenburg schools as well as Google Apps for Education training | In school, staff development is weak with not evident purposes and a lack of collaborative time for embedded coaching. The staff also has the ability to choose devices, platforms, and other technology resources, which means there is a lack of a standard. This makes it difficult to choose staff development opportunities. | The implementation of 1 to 1 devices and personalized learning should provide some organization in standardizing needs of staff. The implementation of personalized learning also brings additional options for financial and expertise resources. | The threat to ongoing professional learning is staff apathy and time. Many times in high schools teachers participate in training because they have to, and they get little out of it. Providing meaningful professional development opportunities can be very difficult. It is also difficult to find the time for these style of trainings |
| ***Summary/Gap Analysis:***  While Milton has given some teacher opportunities, those opportunities are not widespread and some staff members might be unwilling to take them. Milton needs to find creative ways to provide meaningful opportunities for staff to expand their learning. It will also help to have a standard place to start for staff technology implementation in order to provide professional learning for it. Milton will also need to be creative with their time and schedule time for staff collaboration and embedded coaching. | | | |
| ***Data Sources: Teacher Evaluations, Teacher Surveys, Observations*** | | | |

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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, is support staff available to help with instructional issues when teachers try to use technology in the classroom?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Milton’s current equipment is in generally good condition, and Milton has on sit e technology support that is very knowledgeable. | The one person supporting technology in the building may not be enough when a 1 to 1 is implemented, and there aren’t other staff members with enough skill to help fill those gaps. | Through professional development related to personalized learning, there is an opportunity to build other staff members up as back ups to the 1 school support specialist. | Because there is only 1 technology support specialist, there is a threat of animosity towards the 1 to 1 initiative because of possible breakdowns in technology that the technology support specialist maybe unable to get to in a timely manner |
| ***Summary/Gap Analysis:***  There is one technology support specialist who is incredibly knowledgeable, but they may not be enough to support the pending 1 to 1 device rollout. It would aid the schools implementation to have other staff members who are knowledgeable enough to support the implementation of 1 to 1 student devices and support their technology issues. | | | |
| ***Data Sources: Teacher Surveys, Technology Support Tickets*** | | | |

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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* |
| Milton currently has access to adaptive math programs and student digital citizenship programs to improve technology literacy. | Milton does not use the ISTE technology standards in instruction. | With the impending rollout of 1 to 1 instructional devices there are opportunities to realign curriculum with ISTE standards as well as implement digital curriculum within the classroom. | Threats to the curriculum framework include time to align not only course standards but also ISTE standards and lack of quality in digital platforms. Asking teachers to implement two sets of standards can be very difficult digital content platforms are not always answers for instruction. |
| ***Summary/Gap Analysis:***  While the ISTE standards can be an important beginning guideline, it can be very difficult to ask teachers to align content to two sets of standards. If you teach practices related to the device becoming more of a creation device then consumption device you meet most of the ISTE standards, so that should be the focus rather then the standard. Milton should also focus on digital citizenship in order to meet the ISTE standards, and should look at all digital content with a very critical eye towards appropriate use | | | |
| ***Data Sources: Observations, Teacher Lesson Plans*** | | | |