Leise Smith

Instructional Technology Leadership & Vision in Schools

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Dr. Julia Fuller
Vision Statement

As stated in the Cobb County School District Technology Plan vision, “Together as ONE TEAM, we innovate to support District priorities and empower CCSD stakeholders to promote student success.” The vision and Mission of Green Acres Elementary School are “Expect More! Engage More! Achieve More! Creating pathways to success for ALL children”! As a future technology leader, my vision for technology use in the school is “All the stakeholders together, will prepare our digital citizen students with educational technology tools, to be ready for this challenging digital world and for the future!”

Rationale

This vision and rationale paper focus is to address how and why technology should be used in schools effectively to enhance and support student learning according to my technology vision. The 21st Century students are part of a new technology generation that requires more teachers’ expertise to engage the learners more efficiently into the curriculum. Most of these new technology age students are already technology experts; they assimilate and respond to technology very fast. Educational leaders need to provide ways to engage students in productive educational learning, use technology proficiently, and prepare them for this global technology era. This global society age is continuously changing, and we need to incorporate technology in schools to provide students better skills to be able to succeed in their future workforce.

The primary purpose of the technology used in the classroom is to provide teachers with tools to assist them to deliver the message efficiently and better ways for
students to engage in learning. “Technology linked to standards and agreed-on learning objectives can help all students achieve at high levels” (Creighton, 2003). My vision is to incorporate more educational technology integration professional learning for the 21st-century classroom; to better prepare teachers to support students for this competitive digital global world. The technology used in education can provide students with compelling educational learning experiences. I can envision the school some years from now heading towards the use of educational technologies the entire time in the classroom. My vision is to prepare the students for their challenging technology future. The use of Web 2.0 tools, and social media to differentiate instruction, create, and connect learners are some of the strategies to help develop students imagination (Sheninger, 2014). The instructions should integrate more Web 2.0 tools to differentiate instruction and to allow engaging experiences in the classroom. It is important to empower students, challenge them to think creatively and develop their imagination to succeed.

The current reality is that schools have technology tools in place but need support to ensure technology integration into the curriculum is done efficiently. The change will occur if a reasoned vision is established with the contribution of all stakeholders. As for this vision, I believe technology well integrated into the instruction is what schools need to ensure to get students ready for the digital age. Technology will provide student engagement by proving rich, authentic real-world application lessons to ensure students learning knowledge to be applied to real-world situations. The school will use technology to enhance differentiated instruction, engage in higher order thinking skills activities, increase student achievement by reinforcing the student's potential provided by authentic real-world applications.
Green Acres Elementary School classrooms are fitted with some 21st Century technological devices, Interactive Promethean Boards, and more to support student learning. Teachers, students, and school leaders have reliable connectivity and access to current and emerging technologies and digital resources. Everything used in our school related to instruction is supposed to be standards-based. Each teacher has a laptop, printer, document camera, slate, LCD projector, interactive Promethean whiteboard, student response systems kit, four laptops for students to use, and a couple of iPads in each classroom. Also, there is a cart with thirty laptops for teachers to check out. There is a Math Lab at the school with thirty desktops, and a Media Center with thirty desktops as well. There is excellent connectivity, reliable wireless internet network system in place in the entire school district. Teachers need professional learning training to use technology efficiently and technology integration into the instruction support.

It is essential for school leaders and educators to know the essential conditions for efficient technology use in schools. The ISTE organization provides a list of fourteen Essential Conditions necessary for teachers to control and guide the implementation of the ISTE standards.

My school received a new principal at the beginning of the year who came in with a vision that focused on children first and creating a learning environment that is still requiring a lot of training for the school staff. The culture has changed, and some people are supportive willing to work toward a common goal. The current conditions that I think are strong are that some teachers seem to be content with the technology available at the school.
The current conditions that I think that are weak are that some educators hope we could incorporate more technology devices in the classroom for students’ benefit. Teachers believe that there are not enough devices for the students in the classes and that they need technology training. Also, they wished they had technology support more often. The school district has the BYOD program, but I do not think it has been implemented in my school yet. The educators and some of the students and stakeholders are using the Microsoft Office 365 that has been offered by the school district. However, most of the stakeholders do not have access to it. Therefore, I think the equitable access is not considered high at my school due to socioeconomically disadvantaged students not having access to devices from home. The digital divide gap and the low SES students not being able to have access to the internet at home is a weakness of the school. Nevertheless, I believe the greatest weakness of the school is the lack of ongoing technology training by technology specialists for teachers who lack proficiency with using technology in the classroom, as well as the technology integration into the daily instruction.

The diverse population in our school would benefit greatly from technology integration and other technology related support from the school. The school could allow the students to use the school computer to help bridge the digital divide in our school community. They could have done that after school hours so the low SES students who do not have internet access from home could work on school assignments using the school computers. Furthermore, technology integration in our diverse population would bring the English language learning benefits to them. All the SES students and gender
groups would have opportunities to develop or increase their higher order thinking skills through rigorous learning assignments and environments.

Technology devices are valuable tools to help English Learners in the classroom. The technology addresses the needs of low SES and gender groups and any other groups. The handheld devices assist teachers to deliver instruction and allow access to the 21st-century technology resources for those groups in the classroom. During the guided reading classes in elementary school, the students will be able to access the online books or texts and be able to listen to the book and record their reading. They will be able to use the same device to access the online dictionary, translation tools, and encyclopedia. The students need that kind of handheld device to help them practice the language and record their voices, listen to them, and be able to access all the online resources and applications available for them. Digital resources facilitate differentiate instruction, and they can be helpful in bilingual classes. The students can have easy access to consult a multilingual dictionary, translation tools and maybe interact with people around the world. The students can communicate with other students all over the world through the EPals Book Club as Roblyer mentioned in the book, Integrating Educational Technology into Teaching (Roblyer, 2006). Students can also have easy access to online discussions with peers, teachers, and discussion groups all around the world. They will be able to interact with other students and even analyze real-world problems through the internet.

It is critical for this 21st-century global student to develop their communication skills efficiently. The students will be able to establish their high thinking order skills using the handheld devices with the instruction aligned to the standards for better knowledge of the subject and high-test scores.
When schools add computer access to all students, the focus should be on the professional development of the staff as mentioned by Bebell and O’Dwyer (2010). The integration of technology in education will be successful with teacher training, staff development towards instructional technology methods, curriculum development and knowledge and training on how to better use educational web applications. There are valuable resources online, and teachers need to have adequate training to be able to teach using those resources for students’ educational achievement.

Teachers should use project-based learning to assist students to explore real-world experiences and to provide an opportunity to enrich their education. The students have the chance to explore and experience the real-life challenges and problems. They will be engaged in activities, and retain the knowledge more this way than they would in the traditional textbook-centered learning approach. The students will improve communications, research, and organizational skills. It is an efficient way to integrate technology into the curriculum, using devices and different equipment as mentioned in the article (Edutopia Team, 2008).

The new generation students are already part of this innovative way of learning. Students can create classes about different subjects to teach other students in class as an exciting project assignment. Podcasting should be an essential part of the classroom. Through educational podcasting, the students will be able to learn more. Alan November points out valuable and exciting resources and information in his book about this subject. “Creating podcasts in the classroom is a creative way to reach learners and tap into a technology many young people already enjoy outside of class.” (November, 2008) “This idea of empowering students to create their own voice in what they are thinking and
ultimately learning goes along with helping them become lifelong learners” (November, 2008)

The use of technology can allow any content area teachers to connect students’ interest and knowledge in technology, develop more critical thinking and problem-solving skills and strategies for teaching and learning. Schools have been accepting technology devices more often in classrooms. The success of the one to one initiative depends on several characteristics and approaches as stated by the authors (Lemke et al., 2009). In our constantly changing technological society, when schools provide each student with a computer, it will help the student increase academic achievement. Besides, it will also fulfill a need for our digital era as mentioned in the article. The Professors from the Durham University (Higgins, et al., 2010) stated that computers are necessary for students to achieve academic success in this generation that we are living now. The technology is a resource needed, and the success will depend on how it is utilized by the teachers in the classroom as observed in the article.

The vision for student-centered learning is vital to the effective use of technology in schools at present. ISTE (International Society for Technology in Education) issued a list of Essential Conditions necessary to leverage technology for learning effectively. One of the conditions showed was student-centered learning. The technology cannot substitute a real teacher; it will be a learning tool to help the students in the learning process on their own, having the teacher there to guide them.

We can see a positive outcome with a shared vision aligned with standards and student learning, ongoing funding support, skilled support staff, ongoing assessment and evaluation, and external policies to support the technology implementation. The use of
the technology devices with technology integration will assist the students to demonstrate proficiency in math, reading, writing and be able to achieve higher test scores. The students will be able to focus on participation with active engagement. They will also be able to achieve higher thinking skills, creativity, and innovation. It will facilitate teachers’ collaboratively instructional planning as well.

The same way teachers need to differentiate the students learning styles in classrooms; school leaders should differentiate their communication efforts with stakeholders. It is crucial for school leaders to use the digital leadership demands and reach out their stakeholders with the 24/7 communication resource tools. School leaders must expect how they might distribute relevant information if other means of communication fail. Furthermore, it is critical nowadays, with school security emphasis that leaders have a fast way of communication to reach out precious information during times of crisis. Social media like Facebook and Twitter can be used to keep all the stakeholders informed in case of a school emergency or just to deliver positive information about the school. Digital leadership is supposed to meet the stakeholders where they are. Parents are extremely busy and digital leadership calls for leaders to have emergency communication plans in place. Besides, those tools also provide an excellent resource means of delivering school news, events, accomplishments, and so on.

The essential conditions were assessed by conducting a survey questionnaire at the school to a random sample of stakeholders. The teachers in my school agree that there is a shared vision implementation of technology supporting teaching and learning in place at the school. Only half of the teachers who participated the survey agreed that School staff has access to current technologies at the school. The school staff recognizes that at
the school they know to use the technology for learning. Although not all the school staff agreed that, they consistently have access to Professional Development to support technology use for teaching and learning. All of the teachers answered the survey that the school staff has assistance with technical support for maintaining and using technology in school.

Educators at the school have knowledge of subject matter in the content standards and teaching methodologies. Teachers agree that they implement student-centered approaches to learning to facilitate appropriate student use of technology-based resources in the classroom. Not everyone agreed that there is a comprehensive assessment in place for assessing the effectiveness of technology for learning at the school. Also not all the staff thinks that exist assistance from school partners and the community providing resources and reciprocity support related to technology-rich experiences for teaching and learning. All of them agree that there is support in place for technology in teaching and learning. The last question on the survey was about other help that teachers would like to see to be implementing technology in their classrooms. They answered that our teachers need iPad training so that they will be able to utilize them more in the school with the students. Also, they think it would be helpful if there were more trainers to assist in the classes with more use of technology. Teachers think it would be useful to have access to sufficient technological devices to use with the students they serve. Others just thought they would like to have all digital classroom. Also, they want access to technological devices to use in small groups with students regularly. Teachers wish they had more computers in their class, learning apps for necessary skills, like number recognition, letter
sounds, CVC words, sight words, math facts, and so on. Teachers also want more technology-related professional learning.

**Stakeholder’s roles**

According to the ISTE standards essential conditions, the stakeholders have to define and understand the vision to know how it applies to their roles. As observed by Sheninger, school leaders can support structures and bring a wealth of resources to schools. Effective teamwork involves all members to understand the vision and their role in achieving success (Sheninger, 2014).

The Instructional Technology Coach roles are to offer professional training on several Web 2.0 tools to support teachers integrate technology into the curriculum. Create training opportunities to enhance effective integration techniques to allow high order thinking skills, students’ creativity, and engagement. I envision the Technology Coaches providing support to teachers in the classroom when needed.

Administrators’ roles are to make sure teachers and students have access to technological resources and educational technologies. Also, empower the staff and provide growth opportunities, meaningful and relevant professional training. They will provide ways to educate staff about the values of the use of Web 2.0 tools for instance. Administrators will efficiently use the social media tools to effectively communicating with stakeholders about good things happening in the school, share news, and to seek support.

All the teachers’ roles are to ensure educational technologies will be used efficiently to support learning. They will integrate technology in meaningful ways to
inspire creativity, problem-solving, engage students and provide opportunities for them to demonstrate what they have learned. Teachers will ensure all students are participating equally. Educators will collaborate with each other to share educational experiences to benefit the all the diverse student population. Teachers can collaborate and share their real-world educational experiences with other teachers and through blogs (Sheninger, 2014).

Parents’ roles are to embrace and support the students, educators, and the school leaders. The students’ roles are to ensure to use technology responsibly, and apply what they are learning successfully. The community members’ roles are to support the school and to understand the technology’s value in education. The community members might be able to find a way to offer lower costs for internet connection for the school community to have access to the internet from home. Then the students would be able to check out the available iPads to be able to use technology at home.

**Diversity Considerations**

According to ISTE standards, technology improves education for the disadvantaged students and students with special needs. However, it is crucial for teachers to have the knowledge to teach those students and ensure to have enough technology available for all the students to participate (ISTE standards).

Diverse populations need a lot of support from the schools. It is essential for school leaders and educators to understand the needs of diverse learners. As we can see on a daily basis, diverse population rarely has access to technology. They do not have computers or access to the internet at home. To address that issue, as a technology leader,
I will provide suggestions to have the school computer lab opened after school for the students who do not have that access to technology at home. Also, the plan may be extended to students to use the school media center on Saturday mornings. To help bridge the digital divide, students could check out the available iPads from the media center as well. By providing computer and internet access to students before and after school, and maybe on weekends, it may be the way to bridge the digital divide (Gorski, 2005).

Another helpful support that the diverse population may have is to get extra tutoring from the ESOL teachers before or after school hours. They may also be able to learn and practice some additional Web 2.0 tool resources to help the diverse population with technology.

Unfortunately, there is racial, gender divides, and socioeconomic digital divide in our society. There are gender divide inequities between women and men in opportunities to participate in an increasingly digital global economy as observed by Gorski. He also noted that there are still gaps until today concerning girls and women techno-sexism that mirror gender inequities in the society, leading to differences in computer and internet access. An examination of educational and socialization process concerning a full understanding of these disparities must begin in elementary school age Gorski (2005).

I envision school leaders supporting digital learning for all the students at the school. They will ensure equitable access to all staff and students. Leaders will provide professional learning to make sure teachers’ knowledge to use of technology integration in the instructional lessons. As Roblyer observed, teachers must learn and find ways to support student learning and take advantage of a variety of ways technologies have to
offer for students to express themselves. Technologies provide several strategies to make learning more productive and engaging (Roblyer, 2016).

A variety of technologies is available to improve authentic learning and assessment for low SES learners. I envision my school using technologies for adapting to special needs at the school. In the future, I wanted to see students using the assistive technology and instructional technology integration for Special Education students. Also, I wanted to see English Learners using multimedia software, making Podcasts, video conferencing and doing virtual collaborations. Students’ collaborations are effective and motivate students emerging language skills (Roblyer, 2016). In my vision, I see the computer lab and the media center computers being used after school hours to allow students without devices and internet connection to be able to use the school computers to support and improve learning. The use of technological resources after school hours will enhance learning and improve test scores for school improvement results.
### 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?

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<td>- At GAE all teachers have 21st Century Interactive White Board Technology in every classroom and they all use the boards.</td>
<td>- Teachers sometimes use the Promethean Board much like a &quot;chalkboard&quot; or not at all; It seems to indicate that we are missing one of the primary purposes of the 21st-century technology emphasis, connecting kids to the tools that will be used in the future in workplaces and the workforce.</td>
<td>- The school district offers webinars for teachers to learn technologies online. - Sometimes, the school district provides professional technology development related to teachers.</td>
<td>- There is no technology professional learning training available at the school.</td>
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<td>- The 21st Century Technology has been at GAE since 2007 using Promethean Boards. Next month all boards will be replaced with Smart touchscreen Boards &amp; upgraded.</td>
<td>- There is no enough technology training offered at the school to assist teachers to learn how to use technology aligned to research-based best practices.</td>
<td>- As all the classroom are going to be upgraded with new technology devices, we have room to grow regarding using technology resources we have been given in the homeroom classrooms to incorporate technology aligned to research-based best practices.</td>
<td>- Not all stakeholders may want to put the time and effort into learning how a 21st-century classroom works.</td>
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<td>- Teachers use Outlook email for communication on a daily basis with school staff.</td>
<td>- More devices are needed on a daily basis in each class.</td>
<td>- As teachers meet for content area collaboration at least twice a week, they should also discuss about technology resources to integrate into the lesson and engage students.</td>
<td>- There is not enough time during the school day to apply technology integration into the lessons. Teacher’s planning term is used for meetings instead of working on plans.</td>
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<td>- The school has a computer lab with 30 desktops, media center with 30 desktops, four laptops for students in each classroom, about six iPads to share by grade level and two 30-laptop carts for teachers to check out.</td>
<td>- The school district BYOD initiative is not incorporated in the school.</td>
<td>- Digital-born students understand more about technology in this 21st-century technology era,</td>
<td>- As Promethean Interactive White Boards are going to be replaced and updated to Smart Touchscreen Boards, teachers feel overwhelmed. They will have to receive some training for the new software to use with the new boards. Some of them are not happy with these changes and do not know how they will be able to use new technology (software).</td>
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<td>- Mostly all homeroom teachers use the boards every day to teach instructional content to students.</td>
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- Some teachers do not use the four laptops because they feel they do not have enough devices for everyone.
- Teachers make their flipcharts or use created flipcharts to assess students' understanding of standards informally.

- Teachers use Brain Pop in the classroom correlated directly to science standards.
- Teachers also use Head Sprouts, Seesaw, Imagine Learning, Mathletics, and Reading Eggs.
- CTLS, & Office One Note are being used daily.

and they are willing to learn using technology in the classroom.

- One feature of the White Interactive Boards is that it creates a great deal of student interest is the CPS system. The CPS system allows students to use an actual vote. They can select an answer based on a multiple choice feedback system on the computer, and then receive immediate feedback as to which answer was correct, and what percentage of the class had the right answer.
- The CPS also provides students an opportunity to engage in authentic data analysis as they examine what percentage of the class had the correct answer, and what percentage of the class voted for specific answers on a test/activity.

- Students enjoy the opportunity to engage in active learning through the Interactive White Boards provided to them where they can click on the item they think is correct, drag it to the proper location, and receive instant feedback on whether their answer was correct or incorrect.

- The automaticity of feedback is one of the best ways to help students learn and grow in the classroom, and the Interactive White Board technologies
Summary of Results/Conclusions:
The entire school is fitted with Interactive White Boards. This technology is used on a daily basis throughout the day, for reading, writing, math, etc. All of the technology used in classrooms is designed to be used in conjunction with the standards. Everything used in our school related to instruction is supposed to be standards-based. Students do have access to technology — through fully equipped computer lab as rotating unique, fully equipped media center computer lab, laptop carts, several computers in each classroom, ceiling mounted LCD projectors and interactive whiteboards in every class. We also have student response systems that can be used by teachers to create tests on the interactive board and allow immediate feedback and information on whether or not students understand what they have learned. It is an excellent tool for teachers to use to re-teach items that have not been understood by the students.

All classroom teachers and support teachers have been provided laptops to use, and the entire school has access to a wireless Internet network system. The provided technology is expected to be used on a daily basis. Each planned lesson is aligned to the Common Core Standards. One weakness of the school is the lack of technology professional learning for teachers and a lack of ongoing training by technology specialists for teachers who lack proficiency with using technology in the classroom.

Recommendations from Gap Analysis:
Collaboration is imperative for partnerships to come alive allowing partners’ reflection and cocreating together (Knight, 2007). Teachers need to be planning, teaching and assessing to fit the needs and the abilities of their students. They need to be active participants in the whole process. In order to support student-centric approach, teachers collaborate to implement curriculum planning practices, pedagogy and assessment methods. Technology use should be according to the task in hand and provide high-order-thinking skills activities to develop problem-solving skills. It should increase differentiation and help students improve the essential digital skills defined in the ISTE Standards. Schools should provide technology and pedagogy to empower decision-making and creativity. Technology that fosters personalized skills, independence and lifelong learning. Schools should focus on technology for standards-based learning for real-world problem solving to support students skills for college and career readiness.

Data Sources:
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
https://www.iste.org/standards/essential-conditions/student-centered-learning
Essential Conditions Survey Instrument (Created by Candidate)
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?

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<td>-The district has a technology vision for the schools to implement.</td>
<td>-There is not a specific technology vision for the school.</td>
<td>-The school district provides an excellent technology plan available online with a technology vision for the schools in the school district to follow with all the information needed to implement technology in the classroom and integrate technology research-based best practices lessons.</td>
<td>-The majority of students do not have computers at home or access to the internet.</td>
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<td>-Teachers appreciate the technologies at the school that assists them to improve instruction and enhances student learning.</td>
<td>-I believe technology concerns have not been addressed in conversations with stakeholders in the school.</td>
<td>-Some teachers are not aware of national and state standards for technology implementation in the lessons.</td>
<td>-Some educators lack the knowledge of understanding that technology has the potential to enhance student learning.</td>
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<td>-The Common Core Curriculum has technology standards for use in content areas.</td>
<td>-There is not a specific technology vision for the school.</td>
<td>-The school district provides an excellent technology plan available online with a technology vision for the schools in the school district to follow with all the information needed to implement technology in the classroom and integrate technology research-based best practices lessons.</td>
<td>-The majority of students do not have computers at home or access to the internet.</td>
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<td>-Teachers know that in this 21st-century technology all students need to be prepared to access the tools and the types of technology they will need to use to be successful in the future workforce.</td>
<td>-I believe technology concerns have not been addressed in conversations with stakeholders in the school.</td>
<td>-Some teachers are not aware of national and state standards for technology implementation in the lessons.</td>
<td>-Some educators lack the knowledge of understanding that technology has the potential to enhance student learning.</td>
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<td>-Educators believe it is essential to implement technology in the classroom and utilize the Interactive White Boards and the other technologies connected to it in teachers’ classrooms.</td>
<td>-There is not a specific technology vision for the school.</td>
<td>-The school district provides an excellent technology plan available online with a technology vision for the schools in the school district to follow with all the information needed to implement technology in the classroom and integrate technology research-based best practices lessons.</td>
<td>-The majority of students do not have computers at home or access to the internet.</td>
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<td>-As for a vision for technology on my level, I would like to use it to provide ESOL students, in particular, access to the Common</td>
<td>-I believe technology concerns have not been addressed in conversations with stakeholders in the school.</td>
<td>-Some teachers are not aware of national and state standards for technology implementation in the lessons.</td>
<td>-Some educators lack the knowledge of understanding that technology has the potential to enhance student learning.</td>
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<td>-The 21st-century technology is the way that all schools should use as the solution to the challenges our students will face in the future workforce.</td>
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Core Curriculum, mainly when they lack the English, they need to understand and read and write in the classrooms.

- The use of online books, software, web 2.0 tools, and the other technology tools with recordings are just some of how technology aids students’ acquisition of content and the English language.

- We do have access to many of these resources now (online books, book flix, books several software, apps, web 2.0 tools, etc.).

Summary of Results/Conclusions:
Teachers at the school are not aware of the technology vision in the classroom. Therefore, the majority of teachers do not implement the yearly professional development or incorporate technology into the lessons in the classroom. Some do not understand that technology can enhance student learning in the school. The Cobb County technology vision in school is aligned to the Common Core Standards. The school is (Georgia Performance Standards) that are all research-based and reflects best practices that support student engagement.

Recommendations from Gap Analysis:
An effective technology plan should have a clear-shared vision developed among the education stakeholders, teachers, students, parents, and community defining their roles. The crucial aspect of digital leadership is creating a vision and a strategic plan to foster authentic learning, and students’ engagement during the learning process as Sheninger observed. Technology is capable of providing us the ability to do what we do better while undertaking the same goals. Digital Leadership can guide and move the vision to the reality (Sheninger, 2014).

Data Sources:
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
https://www.iste.org/standards/essential-conditions/shared-vision
Essential Conditions Survey Instrument (Created by Candidate)

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.

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<td>- There is an adequate plan, the Cobb County School District has established a technology plan to guide schools and implement technology and integrate into the classroom.</td>
<td>- There is not a technology plan integrated into the SIP in our school.</td>
<td>- There is some opportunity for technology professional development that could be offered by some technology specialists (knowledgeable technology mentors) in the school building that could support some other educators and students in the school building.</td>
<td>- Some teachers do not take advantage of learning technology when the district offers professional development related to technology to learn and support their students.</td>
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<td>- Regarding how technology is used, it is supposed to be used to guide instruction in the classroom through standards-based lessons.</td>
<td>- The Cobb County School district technology plan does not specify the schools in the program. Therefore, there is not a specific classroom integration plan for a particular school, resulting in inconsistency throughout the schools.</td>
<td>- Some useful tools for instruction are still blocked for use in the school.</td>
<td>- Some control use from district technology continues to limit some technology use access to educators.</td>
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**Summary of Results/Conclusions:**
There is a district vision for technology use daily in the schools for the students to be actively engaged in authentic learning activities. It is aligned to the state GPS Common Core Standards. Some teachers believe that technology can enhance student learning and it should continue in the future. The plan is pretty well set to use the technology available daily. It is well integrated into the district technology plan. SIP should mention technology information into the plans. Technology Professional learning training should be mandatory and provided in the school building. Green Acres Elementary has a diverse school population. The majority of the students in the school are Hispanic, and the school could offer technology mentor specialists and access to devices and internet to benefit staff and students after school hours.

**Recommendations from Gap Analysis:**
The benefits of integrating technology components into the school-level strategic plans are to support the increase of authentic engagement of students during the learning process. The students experience real-world problem-solving issues, challenges, develop important life skills, and assist them with the use of digital learning tools. The school will empower the students to be prepared for the digital global society as observed by Sheninger. There are some challenges of integrating technology components into the school-level strategic plans. The school leaders will have to make sure teachers are adequately prepared to provide technology integration into the classroom with effective pedagogy. In addition, they will have to provide professional learning and technology tools. Some of the challenges will be also related to teachers not willing to integrate technology into the classroom and trusting the students using the internet. The schools teach the students how to use technology with responsibility and develop
positive digital footprints. School leaders give up some control and take risks granting educators ways to develop innovative practices with students using digital tools (Sheninger, 2014).

A school needs to have a technology plan implemented in order to have a concrete shared vision. The school should plan to have an effective technology plan in place with digital learning resources addressing professional development and any other necessary modification along the way. It is crucial to have a description of the long and short-term objectives for technology and for the standards integration to meet educational goals with division of responsibilities and resources. The analysis technique can be applied to the technology planning by determining the current school reality and providing a framework for making decisions that will help move the school toward achieving the vision. It is related to the ISTE’s Essential Conditions to ensure leverage the technology for learning is appropriate and effectively done using the fourteen crucial elements necessary for the implementation. The ISTE’s Essential Conditions are a research-backed framework to guide implementation to support teachers and school leaders Essential Conditions (n.d.).

**Data Sources:**
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
[https://www.iste.org/standards/essential-conditions/implementation-planning](https://www.iste.org/standards/essential-conditions/implementation-planning)
Essential Conditions Survey Instrument (Created by Candidate)

**ESSENTIAL CONDITION FOUR: Equitable Access (Specifically Low SES and gender groups)**

**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?
- To what extent are strategies needed to address equity issues among Low SES and gender groups? What are examples of strategies that would benefit your school/district? (required)
- Do students/parents/community need/have beyond school access to support the shared vision for learning?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
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</thead>
<tbody>
<tr>
<td>The PTA (Title I) provides parents access to two desktop computers in the media center.</td>
<td>The majority of the school community population would need assistance to learn English and learn to use the technology devices to take advantage to use school technology and help to learn them to support the students.</td>
<td>The school could provide the media center and the computer lab a time available for the diverse student population without devices or internet access to use them after school hours for student learning needs.</td>
<td>The majority of the school population do not have computers, nor internet access from home.</td>
</tr>
<tr>
<td>There are two laptop carts, one computer lab, media center lab, and several iPads that are available for teachers and students use.</td>
<td>Some students might feel distracted by technology tools in the classroom if not adequately supervised.</td>
<td>The administration might be willing to use the local school funds to provide extra iPads for use in the school.</td>
<td>The school does not participate in BYOD, and if the students had devices to compete, they would become distracted with their devices.</td>
</tr>
<tr>
<td>All the classrooms in the building have four laptops, at least one iPad, and a printer that students could use.</td>
<td></td>
<td></td>
<td>The vast majority of students do not have internet access nor do devices, which make it difficult for teachers to</td>
</tr>
</tbody>
</table>
- There are LCD projectors, document cameras, Interactive White Boards to assist in student instruction.

- There is not an immediate help in the school when there is technology malfunction or support needed for teachers and students related to technology.

- The students’ desktops and laptops still have slow connectivity problems.

- As GAE is a Title I school, it is eligible for upgrades. With the update of the Interactive Boards to Smart Board, teachers might allow the students have more access to the board since they will not need the (Promethean Board pen that sometimes does not work) and it makes it difficult for inviting students to use the Interactive White Board.

provide technology-related assignments or provide communication with student and family using technology.

Summary of Results/Conclusions:
Our school is a Title I school, and all classroom teachers and administrators have access to all equipment and upgrades necessary provided by the 21st Century Classrooms. The school could provide after school hours access to technology to students to assist with school assignments and learning tasks. The school could also offer support in helping the community in learning technology resources that could support student learning that could fit their needs and improve learning.

Recommendations from Gap Analysis:
Digital equity is a challenge distress not only for school leaders but also for the society in general. It is vital for school leaders to create strategies and policies to address the digital equity and support the students, their families, and the community as observed by Krueger (2015). It is crucial to have reliable access with good connectivity to trend technologies and digital resources to all students especially the SES, special needs, and all staff to bridge the digital learning gaps for all students. School should ensure equal opportunity to every student to learn using technology, especially the special needs students as technology has the potential to improve education and meet the needs of those students. It is imperative to confront any digital divide whether or not related to computers or internet as observed by Gorski. The digital divide comes in several forms of inequities among groups like racism, classism, ableism, sexism, linguisticism, and many other forms of discrimination (Gorski 2005). There are many kinds of inequities in the society. Leaders must have several strategies in place to address them adequately. School leaders should develop a plan to address equal access to technology and instructional needs to all diverse learners.

Data Sources:
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
https://www.iste.org/standards/essential-conditions/equitable-access
Essential Conditions Survey Instrument (Created by Candidate)

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 can 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.)

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</thead>
<tbody>
<tr>
<td>Teachers are supposed to record students’ data and analyze data to make data-driven decisions. - Teachers are required to pass a technology test in Cobb County when they are hired.</td>
<td>-Teachers do not have blogs or websites. (I believe the Kindergarten team has just started requesting the district technology assistance to help them build a blog).</td>
<td>-We do not have a technology professional present every day in our school to assist with technology. Some skilled technology teachers may be willing to support other co-workers in solving a technology issue.</td>
<td>-With upgrades in technology, some teachers are not ready to make an effort to learn the new skills they will have to acquire.</td>
</tr>
<tr>
<td>Teacher proficiencies are mainly with productivity tools: 1. Use of powerpoint for presentations. 2. Use of e-mail 3. Use of Microsoft Word 4. Use of teacher-created flipcharts in some cases. 5. Understanding of how to set up the board and activate it. 6. Understanding of how to write on the board.</td>
<td>-Teachers have their planning time used for collaboration meetings, and they are not willing to spend extra hours working on integrating technology into their lessons. -Not everyone at the school is using technology efficiently. -Some teachers are not willing to learn new technology to incorporate into the classroom.</td>
<td>-Educators may take advantage of all the information available for them on the district technology website to learn more and support their students. -Skilled technology staff may be able to assist other teachers if they are willing to learn.</td>
<td>-As teachers do not have enough planning time, they are not willing to learn technology skills to integrate into the lesson to benefit the students.</td>
</tr>
</tbody>
</table>

Summary of Results/Conclusions:
Many teachers and administrators are skilled at a fundamental level with using whiteboards, using laptops and desktops, and running necessary software for their classrooms. Some teachers would like to become more proficient at using the technology that is in their classes and learning more ways to integrate technology into their lessons. However, the lack of planning time, due to collaborative meetings and other required tasks, prevent teachers from acquiring new technology skills to learn to integrate technology into their lessons.

Recommendations from Gap Analysis:
According to the ISTE (n.d) in order to create a technology-rich culture, all educators and staff should model what it means to be a digital age professional. Educators need to know the required tools to increase productivity and keep their skills current. For a successful technology initiative, teachers and staff need to be in a standards-ready system to offer assistance to others in the school.

Data Sources:
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)  
https://www.iste.org/standards/essential-conditions/skilled-personnel  
Essential Conditions Survey Instrument (Created by Candidate)
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 to achieve the shared vision?

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<tbody>
<tr>
<td>- There are some professional learning opportunities provided by the District Technology Department from time to time through district level or/and especially through webinars. - Some skilled technology teachers are willing to assist other peers if some assistance is requested at the school.</td>
<td>There is no ongoing technology training at the school, primarily reflecting the national standards for professional learning. - It seems like some teachers are struggling with the new technology, as there is not as much time being devoted to either the philosophy of the 21st-century technology proposal or the uses of the actual technology as a group or in small groups from what I can tell.</td>
<td>- Apparently, there is need to implement more training on how to use the Smart Interactive White Board in more sophisticated ways as one professional development just done for the entire school district at the beginning of November.</td>
<td>- There is no feedback or follow-up on training provided to check on the teacher after professional learning opportunity when there is one provided.</td>
</tr>
</tbody>
</table>

**Summary of Results/Conclusions:**
There are professional learning classes offered district-wide, online and a few times in different locations. However, the lessons appear to have a narrower focus. Some co-workers might help others since there is not enough technology support. More available professional learning opportunities must occur making possible to the teacher to achieve the district-shared vision.

**Recommendations from Gap Analysis:**
The traditional professional development fails to have any positive impact on teachers’ instructional practices (Knight, 2007). There are many professional learning options available to allow learning to be relevant and job embedded. They provide opportunities according to teachers’ needs and their realities. They focus on the use of technology and help teachers implement the new skills and knowledge. Educators need ongoing professional learning training to be current with all the fast changing educational technologies. They need to work together, reflect and learn from each other towards a professional learning plan to meet each individual students’ need. They need to collaborate and build an effective network to learn with one another to apply digital tools effectively in the classroom.
Data Sources:
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
https://www.iste.org/standards/essential-conditions/ongoing-professional-learning
Essential Conditions Survey Instrument (Created by Candidate)

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, our support staff available to help with instructional issues when teachers try to use technology in the classroom?

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<tr>
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<tbody>
<tr>
<td>-The majority of the time some peer is available to help us fix any “minor” issues that come up with technology.</td>
<td>-Sometimes, some equipment does not work well due to malfunction and lack of technicians to fix them on a daily basis.</td>
<td>-The school district provides the Help Desk support online to send a request for the technology issue.</td>
<td>-There are some developing technologies in the building, which need troubleshooting, and there are not enough technology professionals to provide support.</td>
</tr>
<tr>
<td>-However, when we send a “help desk request” it takes the technology support to come in to fix problems from 1-2 days later in most instances.</td>
<td>-Probably, the main problem is that we do not have support staff available all the time to help with instructional issues that come up with technology in the classroom. It seems to be a matter of networking with colleagues to find out some information needed, as we do not have tech assistance daily.</td>
<td></td>
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<tr>
<td>-It is rare to wait up to a week for help.</td>
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Summary of Results/Conclusions:
If a problem does arise with the equipment, a technology specialist might be available to fix the problem after a work order is submitted. Peers might be able to assist others with minor technology related issues.

Recommendations from Gap Analysis:
Educators need assistance from time to time with troubleshooting problems with technology in the classroom. Sometimes there is a present professional in the school building or a virtual technical support to make sure technology is still functioning for students and staff. When there is reliable and consistent
technical support, it assures educators will have a learning and teaching process without disruption. In a standards-ready system, educators are supported in their technology use, access to technical specialists and support with implementation.

**Data Sources:**
ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)
https://www.iste.org/standards/essential-conditions/technical-support
Essential Conditions Survey Instrument (Created by Candidate)

<table>
<thead>
<tr>
<th>ESSENTIAL CONDITION EIGHT: Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISTE Definition:</strong> Content standards and related digital curriculum resources.</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
</tr>
<tr>
<td>- To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)</td>
</tr>
<tr>
<td>- 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?</td>
</tr>
<tr>
<td>- To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?</td>
</tr>
<tr>
<td>- How is student technology literacy assessed?</td>
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<tbody>
<tr>
<td>-The technology standards are assessed on the report cards.</td>
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<tr>
<td>-Several programs in the school are available to support standards-based learning.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-Some teachers, parents, and students are unaware of technology standards.</td>
<td></td>
<td></td>
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<tr>
<td>-There is research-based best practices for incorporating technology into the instruction through the school district Instructional Technology website.</td>
<td></td>
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<tr>
<td>-Common Core Curriculum has standards adaptable to use technology on a daily basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Technology standards are not aligned with every content area.</td>
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</table>

**Summary of Results/Conclusions:**
The Common Core Standards provide a clear framework to assess student technology literacy. Some educators within the school are aware of the technology standards. Curriculum resources are available through the district system that provides information regarding standards and sample lesson plans. Training should be provided so educators would be able to develop some needed skills.

**Recommendations from Gap Analysis:**
Curriculum framework

Content standards and related digital curriculum resources that are aligned with and support digital age learning and work
When technology is used for learning, a curriculum framework needs to be the guidance. It is needed to pair defined content standards with digital curriculum resources that are aligned to the content learning goals. It addresses specific learning objectives, the right skills, and real-world skills. Educators need to maximize its potential benefits to ensure the tools match the desired learning outcome. Technology standards are supposed to inform and support the curriculum framework.
### Data Sources:

ISTE Lead & Transform Diagnostic Tool (See Appendix A for results)

[https://www.iste.org/standards/essential-conditions/curriculum-framework](https://www.iste.org/standards/essential-conditions/curriculum-framework)

Essential Conditions Survey Instrument (created by candidate)
**Goal: Skilled Teachers**

Skilled Teachers will be successfully trained on how to build their blogs, and how to keep them current to have their online presence and to increase student and parental involvement with up-to-date school/classroom information. The blogs will also ensure students access to the right information about technologies to use, links, and all class-related information, such as homework, projects, field trips, and so on. Skilled teachers will model how to be a digital age professional and how to use technology, providing students and parents access to a variety of resources on the blogs.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Timeline</th>
<th>Budget/Funding Source</th>
<th>Person(s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>Provide to teachers training on how to build their blogs using Edblogs or Webbly.</td>
<td>During a month, provide 4 Wednesdays 30 minutes training during teachers’ planning time.</td>
<td>None needed (free program)</td>
<td>The Instructional Technology Specialist that the district provides with some weekly hours at the school</td>
</tr>
<tr>
<td>Follow up support teachers in the school building.</td>
<td>Teachers’ planning time</td>
<td>None needed</td>
<td>Support staff with ITEC knowledge in the school building to provide support to peers</td>
</tr>
<tr>
<td>Administer stakeholders feedback surveys</td>
<td>All year long (Quarterly basis)</td>
<td>N/A (online free resources)</td>
<td>Instructional Technology Specialist Administration</td>
</tr>
</tbody>
</table>

**Evaluation Method:**
Verify if teachers created their blogs and if they keep them current.
Submit the blog links to the administration for approval, and then the educators will send them to the school webmaster to post the blog links on the school website.

**Success Indicator:**
Increase of 100% of teachers will submit the information about the blogs they created, and after administration approval, the school webmaster will post the blog links on the school website for teachers to use and to keep up-to-date.

**Goal: Instructional Change**

Teachers will receive mandatory training on how to integrate technology effectively into the instruction. They will learn the ISTE Standards, the web 2.0 technologies and several technologies available on the district technology website to support teachers integrate technology into their lessons aligned to research-based best practices. Teachers will maximize potential technology benefits to the curriculum.

**Evaluation Method:**
Observe educators lessons according to the TKES formal and informal (walkthroughs) observation evaluations in the classrooms.
Verify educators’ lesson plans demonstrating technology aligned with the ISTE standards on their lesson plans posted weekly on One Note drive.

**Success Indicator:**
Increase 100% of teachers will integrate technology into their instructions.

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<tr>
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</thead>
<tbody>
<tr>
<td>Introduce to the staff, ISTE Essential Conditions and technology standards for students and educators.</td>
<td>Staff meeting during one hour of dedicated time for Professional development with staff.</td>
<td>None needed</td>
<td>Administration Instructional Technology Specialist</td>
</tr>
<tr>
<td>Provide mandatory Professional Learning training to teachers during Professional Development</td>
<td>Provide one hour once a month (ongoing on Wednesdays afternoons staff meetings Professional</td>
<td>None needed</td>
<td>Administration Instructional Technology Specialist</td>
</tr>
</tbody>
</table>
### Goal: Student Focused
Apply student-focused technology instruction use aligned to research-based, best practices that support student engagement; transfer of their knowledge and with a deep understanding of content taught to increase student technology literacy and enhance student learning. Promote creativity, responsibility for their own learning, curiosity to real world problems, and fostering high order thinking skills.

<table>
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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Teachers will collaborate and plan to teach and assess students and deliver instruction aligned to research-based best practices technologies to support the needs and the abilities of their students.</td>
<td>All year long (collaboration meetings every week on Thursdays during 45 minutes planning time)</td>
<td>N/A (use to technology already available at school) Utilize free online technologies and resources.</td>
<td>Teachers Academic Coaches</td>
</tr>
<tr>
<td>Professional learning will be mandatory during the Professional Development day with a focus on how to implement student-centered lessons and how to use a vast number of available digital tools and resources.</td>
<td>All year long (Once a month during the PD day on Wednesdays after school/staff meeting days)</td>
<td>None needed</td>
<td>Administration Instructional Technology Specialist</td>
</tr>
<tr>
<td>Conduct TKES formal and informal observations</td>
<td>All year long (according to the administrations’ schedules)</td>
<td>None needed</td>
<td>Administration</td>
</tr>
</tbody>
</table>
Administer stakeholders’ feedback surveys on students’ use of technologies. | All year long (Once a month) | None needed (free online resource) | Instructional Technology Specialist Administration/Academic Coaches

**Goal: Diversity Considerations**
Access to technologies and digital resources to all students especially the low SES, special needs, gender groups and all staff to bridge the digital learning gaps for all students at the school for all their learning needs. Ensure equitable access to digital tools, resources, and technologies to all students, especially to low SES learners and various gender groups at the school.

Evaluation Method:
Conduct stakeholders feedback surveys. Use the students’ login data to verify all the usage information as well as to track demographic data information for diversity considerations.

Success Indicator:
Provide equal admission access opportunities to technologies in the school to maximize students’ engaging practice in the standards-based student-centered learning technologies and support student differentiated learning opportunities using technology.

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<tr>
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<tbody>
<tr>
<td>Hire a teacher for after school hours for students’ supervision &amp; support using the computers in the school media center.</td>
<td>Time needed to obtain the funds and assign the teacher</td>
<td>Obtain Title I PTA local school funds to keep a teacher after school hours to supervise students, provide support, &amp; supervise students’ computer use as well.</td>
<td>Administration (PTA president)</td>
</tr>
<tr>
<td>Provide reliable technology opportunities access to the school Media Center with 30 desktop computers and maybe iPad cart to be available to all students at the school (Under parent supervision for students’ transportation).</td>
<td>All year long (on instructional days after school hours)</td>
<td>Use technology provided in the school Media Center and free online resources</td>
<td>Administration After School hours assigned teacher and PTA parent volunteers</td>
</tr>
<tr>
<td>Verify the students’ login data information of computer, technologies usage as well as to track demographic data information for diversity considerations.</td>
<td>All year long (Once a month)</td>
<td>None needed</td>
<td>Administration Data team</td>
</tr>
<tr>
<td>Purchase 10 iPads for students to use at home through a check out plan in the library.</td>
<td>All year long</td>
<td>PTA Title I local funds for technology</td>
<td>Administration PTA (president) Media Center Specialist</td>
</tr>
</tbody>
</table>
(Ensure 5 iPads will be for girls use and the other 5 iPads will be for boys use).

<table>
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<tr>
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<tbody>
<tr>
<td>Provide two Technology Club classes for girls and for boys to train the students on how to use digital tools and resources. Tutors will support all students, especially the low SES learners and various gender groups at the school.</td>
<td>All year long (once a week during instructional days in the afternoons as a Technology Club initiative)</td>
<td>Title I local funds to provide tutoring pay funds to hire two tutors/coaches to support especially low SES learners and gender groups.</td>
<td>Administration PTA (president) Teachers/coaches</td>
</tr>
<tr>
<td>Conduct Stakeholders surveys.</td>
<td>All year long (once a month)</td>
<td>None (utilize free online resources)</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**Goal: School Related**

The school will need to have a full-time Instructional Technology Specialist Coach to support teachers with the technology standards aligned to content standards and to help the educators integrate technology skills into their daily instruction. The Coach will assist teachers with technology ongoing professional development as well as continuous technologies needed to support everyday use in the classrooms.

**Evaluation Method:**
Allocate needed funds to have a Technology Specialist in a full-time position in the school building.

**Success Indicator:**
Obtain a full-time position to be available for a new Technology specialist with the allocated funds.

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</thead>
<tbody>
<tr>
<td>Go through the required hiring process to employ the specific professional.</td>
<td>The needed time for placing the required professional</td>
<td>Funds required for the Technology Specialist position funded by the Title one funds budget for the school year.</td>
<td>The principal</td>
</tr>
<tr>
<td>Provide technologies support to educators.</td>
<td>All year long (as needed)</td>
<td>(N/A once employed the professional will available as a full-time coach in the school building)</td>
<td>Instructional Technology Specialist</td>
</tr>
<tr>
<td>Deliver support to teachers with the technology standards aligned to content standards. Also to help the educators integrate technology skills into their daily instruction.</td>
<td>All year long (Once a week on Tuesdays during 45 minutes of teachers planning time)</td>
<td>(N/A once employed the professional will available as a full-time coach in the school building)</td>
<td>Instructional Technology Specialist</td>
</tr>
<tr>
<td>Offer support through peers in the school building.</td>
<td>All year long (as needed during planning time or as extra duty assignment during duty time)</td>
<td>None required</td>
<td>Instructional Technology Specialist Knowledgeable support staff</td>
</tr>
<tr>
<td>Conduct feedback survey</td>
<td>All year long (once a month)</td>
<td>None needed (free online resource)</td>
<td>Administration</td>
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References


Appendices

Appendix A: Diagnostic Tool Results
Results for

<table>
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<tr>
<td>Shared Vision</td>
<td>66/100</td>
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<td>Skilled Personnel</td>
<td>3/100</td>
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<td>Equitable Access</td>
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<td>Implementation Planning</td>
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<td>Support Policies</td>
<td>25/100</td>
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<tr>
<td>Supportive External Context</td>
<td>43/100</td>
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<tr>
<td>Assessment &amp; Evaluation</td>
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<tr>
<td>Curriculum Framework</td>
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<td>Professional Learning</td>
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<td>Technical Support</td>
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Appendix B:
Essential Conditions Survey

Essential Conditions Survey

1) There is a shared Vision implementation of technology supporting teaching and learning in place at the school.
   a) Strongly Disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

2) School staff has access to current technologies at the school.
   a) Strongly Disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

3) School staff at the school have the knowledge to use the technology for learning.
   a) Strongly Disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

4) School staff constantly have access to Professional Development to support technology use for teaching and learning.
   a) Strongly Disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

5) School staff has assistance with technical support for maintaining and using technology in school.
a) Strongly Disagree
b) Disagree
c) Neutral
d) Agree
e) Strongly Agree

6) Educators at the school have knowledge of subject matter in the content standards and teaching methodologies.
   a) Strongly Disagree
   b) Disagree
c) Neutral
d) Agree
e) Strongly Agree

7) Teachers implement student-centered approaches to learning to facilitate appropriate student use of technology-based resources.
   a) Strongly Disagree
   b) Disagree
c) Neutral
d) Agree
e) Strongly Agree

8) There is a comprehensive assessment in place for assessing the effectiveness of technology for learning.
   a) Strongly Disagree
   b) Disagree
c) Neutral
d) Agree
e) Strongly Agree

9) Exist assistance from school partners and the community providing resources and reciprocity support related to technology-rich experiences for teaching and learning.
   a) Strongly Disagree
   b) Disagree
c) Neutral
d) Agree
e) Strongly Agree
10) There is support in place for technology in teaching and learning.
   a) Strongly Disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

11) What other support would you like to see to help you with implementing technology in your classroom?