Name: Valerie Hyder Semester: Spring 2017

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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* |
| * AMS is 1:1, with each student using a Macbook Air laptop.
* Students have access to Microsoft Office at school and/or at home.
* Every classroom contains a document camera, projector, slate, wireless internet access, and a teacher laptop.
* Teachers & administrators communicate with parents and students via email, Remind, and Schoology posts.
 | * Many teachers do not utilize Schoology (AMS’ learning management system).
* Students are using technology but achieving low LoTi levels.
* Many teachers are using computers simply for drill and practice.
* Students are not using technology for effective collaboration and communication
* Only a few teachers use technology for differentiation.
 | * Adairsville Middle formed a Technology Team to help teachers in the building to integrate technology (1 teacher per grade level)
* Bartow County has an Office 365 license for students and teachers. Flies can be accessed from any computer.
* AMS class time extended to 75 minutes from 65 minutes, allowing more time for technology use.
* Teachers can attend a Technology PD during the summer, offered by other teachers within Bartow County.
 | * Some teachers resist technology use within their classes.
* Classroom management issues arise with technology use.
* Student misuse of laptops results in the loss of the laptop for a period of time that increases with each offense.
* Some teachers do not see the importance of technology use.
* Most teachers do not attend the Technology PD offered each summer.
 |
| ***Summary of Results/Conclusions:***AMS scored an 88/100 on ISTE’s Diagnostic Tool for Student-Centered Learning, which indicates the school is meeting the standard. AMS has several types of technology available for daily use, and most teachers will incorporate them into daily instruction. However, some of this use achieves low LoTi levels. Many teachers use technology for direct instruction or for enhancing presentations. Some teachers have not tried to improve their technology use and do not take advantage of PD or by working with our technology coach.  |
| ***Recommendations from Gap Analysis:*** AMS should continue to work toward consistent technology use by offering professional development, purchasing new software and programs for students and teachers to use, and maximizing the use of class time for more meaningful lessons involving technology. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.*Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdfCurrent reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal Communication |

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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?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Each grade level has a technology leader or “go-to” person.
* The media specialist is available for troubleshooting and conducts lessons incorporating technology when requested.
* AMS is a 1:1 environment.
* Many teachers see technology as an integral part of effective daily instruction.
* Administrators and teachers feel that technology is necessary for students at AMS.
 | * Not all teachers are aware of AMS’s technology vision.
* Teachers are not asked for input in regards to effective professional development. It is simply assigned by the county.
* Technology integration is discussed but rarely modeled.
* Teachers are unaware of technology standards, therefore they do not regularly use them.
* Few teachers have had technology training to help support the vision of the school.
 | * Teachers can take advantage of the technology leaders recognized by each grade level.
* Administrators can share the vision with all teachers at the beginning of the school year.
* All stakeholders are invited to take part in creating a technology plan within the SIP (AMS SIP).
* Administrators and county office personnel can survey teachers regarding which types of professional development would be most beneficial.
 | * Some teachers resist using technology in the classroom and continue to use outdated methods and practices.
* The technology coach is only in the building once every two weeks.
* Teachers cannot keep up with ever changing trends in technology.
* Teachers must request funding for technology need and it often takes months to receive the requested item.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, Adairsville Middle School is approaching the standard for a shared vision (54/100). AMS does have a vision regarding technology use to enhance student engagement and learning. This vision is shared with stakeholders, however there are some teachers who do not attempt to follow this vision.  |
| ***Recommendations from Gap Analysis:*** Administrators could improve teacher knowledge of the vision by sharing it with faculty at the beginning of the year, during the welcoming faculty meeting. This will ensure that all teachers are aware of the vision of technology use at AMS. The technology coach can provide training and model lesson for those teacher that are not comfortable with integrating technology into lessons. Hesitant teachers could also observe other teachers who are comfortable with technology use. Professional development would be greatly improved by getting input from teacher about what types of PD are needed. If teachers are involved in the decision-making process, they will be more willing to participate and learn (Creighton, 2003). |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.Creighton, T. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press.Current reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal communication |

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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* |
| * Administrators expect technology use on a daily basis.
* Each week at grade level meetings, teachers and administrators meet to discuss new tools and features regarding technology.
* When the technology coach is in the building, she shares new ideas, tips, and tools with each grade level during weekly grade level meetings.
* ALL students are issued a MacBook Air laptop.
* There is no technology fee anymore, so all students may take laptops home.
 | * AMS does not currently address technology in our SIP, but has in the past.
* Some subject areas receive more digital resources than others.
* Few teachers take time to look for new types of technology to implement into their classes.
* The vision is limited to the idea of using technology and not necessarily how to utilize it.
* Even though laptops may be taken home, some students do not have access to the internet outside of school.
 | * AMS’s media specialist is available for assistance and can be utilized more to help hesitant teachers.
* Administrators could assess teacher technology needs and issues through the use of surveys.
* Administrators should ensure each subject area has an equal amount of technology resources.
* AMS could partner with local businesses to advertise free WiFi use for students who do not have access at home.
 | * Lack of meaningful professional development.
* Lack of time for teachers and the technology coach to meet (AMS shares a technology coach with all middle & high schools in the county).
* Certain teachers not attending trainings and making excuses for missing them, as they do not feel they are necessary (Creighton).
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, Adairsville Middle School is currently meeting the standard for implementation planning (80/100). AMS continues to improve each year with technology implementation, thanks in large part to administrators who have high expectations for technology use. The media specialist and technology coach (when available) provide support and help for teachers when asked.  |
| ***Recommendations from Gap Analysis:*** Some teachers are still not “all in” regarding consistent technology use. Administrators can conference with those teachers who are resistant, and possibly provide peer support for them. AMS has several teachers who are seen as technology leaders, so those teachers should be utilized more. Administrators should also ensure that each subject area is equally represented when purchasing software and other technology related tools for the classroom. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.Creighton, T. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press.Current reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal communication |

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| **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?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * All students and teachers at AMS have a MacBook Air laptop.
* Every classroom is equipped with a laptop, document camera, projector, slate, and Activ Inspire Board.
* Wifi connectivity is consistent and reliable throughout the building.
* Parents and students have access to materials, including e-books, through our LMS (Schoology) and the school website.
* Office 365 allows students to access tools and materials from home or school.
 | * There are students from all subgroups who do not have access to the internet at home.
* Communication with parents who lack email or texting is difficult because many students are not reliable enough to deliver paper copies of important messages.
 | * All students take either Career Connections and/or Computer Technology as an elective at some point in middle school.
* AMS hosts a Technology Night yearly, showcasing how technology benefits and enhances student learning.
* All students are given access to technology throughout the school day, with very few exceptions.
 | * Many parents won’t sign up for weekly email updates or Remind texts.
* ESOL parents often miss important information due to the language barrier or due to them not coming to school functions due to being uncomfortable.
* AMS has a high population of free/reduced lunch recipients, resulting in students not having access to technology at home.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, Adairsville Middle is currently meeting the standard for equitable access (75/100). AMS ensures equitable access by giving each student a laptop to use daily. Students are allowed to take their laptops home each day. Digital leadership demands that we reach stakeholders through the use of tools and social spaces that they frequent (Sheninger, 2014). Parent communication continues to improve, especially since AMS has adopted the use of social media (Facebook, Twitter, etc.) to post important updates. |
| ***Recommendations from Gap Analysis:*** Parents need to continue to be encouraged to sign up for some type of notifications, either by receiving emails, texts, or notifications on social media. Technology Night needs to be utilized to address the importance of connectivity at home, and provide parents with the opportunity to sign up for important notifications. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.*Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdfCurrent reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA. Corwin Press. |

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| **ESSENTIAL CONDITION FIVE: Skilled Personnel**  |
| *ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.*  |
| **Guiding Questions:** * *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
* *What do they currently know and are able to do?*
* *What are knowledge and skills do they need to acquire?*

*(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies*.) |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * All teachers use email to communicate with staff members on a daily basis.
* At least 1-2 teachers per grade level are skilled in technology use and can help other teachers.
* The media specialist is experienced with technology use and troubleshooting, and is a valuable asset to the school.
* Most teachers use a variety of Web 2.0 tools in their classrooms consistently.
 | * Not all teachers are able to navigate our new LMS effectively.
* Most teachers do not do activities that reach higher LoTi levels.
* Some teachers are resistant to change.
* Teachers do not receive support and training to encourage change in traditional methods of teaching.
 | * Bartow County’s Summer Technology institute provides training on several topics.
* A technology coach should be provided for our school specifically, and not one that is shared among all middle and high schools in the county.
* Provide an incentive to teachers who use technology well and share their ideas with others.
 | * A lack of funding prevents the hiring of more technology coaches.
* There is a need for professional development that encourages higher LoTi level activities.
* Not all teachers are on board with the idea that technology use is essential to their classes.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, AMS is currently meeting the standard for skilled personnel (82/100). The majority of teachers at the school are willing to use technology in class and show excitement with regards to technology use. Adairsville Middle is fortunate to have a wide range of technology available to students and staff and an administrative team that encourages teachers to try new things using technology. |
| ***Recommendations from Gap Analysis:*** While many teachers are using technology on a daily basis, a majority of those activities do not reach high LoTi levels. More training would provide teachers with ideas and new ways to incorporate technology and higher-order thinking at the same time. Teachers who are hesitant to use technology or those who find ways around using it should participate in professional development or conferencing with administration to discuss their reluctance and to encourage use of technology. Pairing these teachers with a grade level mentor could also be useful. Currently, a lack of funding prevents Adairsville Middle School from having its own technology coach. It should be a priority for the Board of Education to secure funding for the hiring of additional technology coaches. |
| ***Data Sources:****Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdfCurrent reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal communication |

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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* |
| * The media specialist provides teacher support as needed.
* Some teachers explore new technology ideas on their own and share them with others.
* Each grade level contains at least one teacher who is skilled in technology use.
* The technology coach sends out interactive newsletters with tips, ideas, and articles that showcase teacher technology use from throughout the county.
 | * AMS has an abundance of technology tools, but lack of training is hindering their use.
* PD is assignment without any teacher input.
* PD that is centered in technology use is not offered.
* Many teachers do not explore new technology on their own.
 | * Teachers should be given time to attend professional development at no cost to them during the school year.
* Technology specialist visits AMS biweekly to work with teachers.
* PLU’s should be offered to teachers who attend PD.
 | * The technology specialist is limited to biweekly visits due to being shared among all middle and high schools in the county.
* County office staff do not seem to see a need for ongoing PD in regards to technology.
* There are no incentives offered to teachers for attending trainings or choosing to attend trainings on their own time.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead and Transform Diagnostic Tool, Adairsville Middle School is in the beginning stages of meeting the standard for ongoing professional learning. (39/100). Adairsville Middle has many skilled teachers that can share their ideas with others, however this resource is only utilized once per year at a summer Technology Workshop. There is not enough adequate PD offered to teachers that focuses on technology use. Many teachers do not feel the need to learn new technology skills, as there does not seem to be any buy-in from the County Office in regards to offering professional development. |
| ***Recommendations from Gap Analysis:*** If teachers were able to attend useful professional development that clearly relates to their subject area, technology use would greatly improve (Creighton, 2003). More professional development needs to be offered to teachers in order for teachers to effectively use technology and to see the importance of technology use in the classroom. Having a technology coach is very useful but not effective when all middle and high schools in the county must share one. Emphasis from the county office must be placed on adequate PD for teachers and funding for additional technology coaches. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.*Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdfCreighton, T. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press.Current reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal communication |

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| **ESSENTIAL CONDITION SEVEN: Technical Support**  |
| *ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.*  |
| **Guiding Questions:** * *To what extent is available equipment operable and reliable for instruction?*
* *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?*
* *Is tech support knowledgeable? What training might they need?*
* *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Each grade level has at least one teacher that is skilled at troubleshooting.
* Fast, reliable internet access is available to everyone in the building at all times.
* The media specialist is trained to resolve most issues quickly.
* Teachers can submit help tickets with the technology department when the issue is outside the realm of help provided by the media specialist.
 | * Only one technology coach is available for all middle and high schools in the county.
* Many teachers do not attempt to fix things on their own for fear of making things worse, or because they know someone else will fix it for them.
* When teachers submit help tickets, it can take a week or more for a technology specialist to address the issue.
 | * More teachers should be trained to troubleshoot minor issues.
* Create short tutorials or post pre-made videos to Schoology or OneDrive for teachers to access when they need help.
* Set aside funds to replace/repair broken equipment.
 | * There is not enough funding to employ an adequate amount of technology staff.
* Funds are being used to buy more technology instead of training teachers on the current technology available to them.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, Adairsville Middle School is currently approaching the standard for technical support (73/100). There are several teachers at AMS that are able to troubleshoot and fix problems usually without having to call for a technology specialist. Without these teachers, all issues would be sent to the county office, and waiting for a technology specialist to address the issues typically takes well over a week.  |
| ***Recommendations from Gap Analysis:*** It would be beneficial for teachers to try to learn from those that are skilled in basic troubleshooting, instead of having to rely on those teachers or having to use tech support specialists. Creating tutorial videos for OneDrive or Schoology that cover basic troubleshooting tips and tricks would be very useful. This would also free up the media specialist and technology specialists at the county office to dedicate their time to showing teachers how to implement technology, or for addressing bigger technology issues that require more than just basic troubleshooting. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.*Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdfCurrent reality survey results (see Appendix B).*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1 |

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| **ESSENTIAL CONDITION EIGHT: Curriculum Framework**  |
| *ISTE Definition: Content standards and related digital curriculum resources.* |
| **Guiding Questions:** * *To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)*
* *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
* *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?*
* *How is student technology literacy assessed?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Teachers use technology to support content standards.
* AMS has several digital resources available to students (e-books, IXL, USA Testprep, Brainpop, Discovery Education online books, etc.)
* Students have access to digital resources outside of school.
* The media specialist and technology coach can assist teachers with incorporating these resources into their lessons.
 | * Many teachers and students do not know about technology standards.
* Technology standards are not required in daily lesson plans.
* Higher LoTi levels are not being reached in day to day instruction.
 | * Training for teachers on how to increase technology use to reach higher levels of thinking and higher LoTi levels.
* The technology coach can conduct trainings during meetings to show how to include technology standards into daily lessons.
* Students can take a technology literacy test at the beginning of each year to show strengths and weaknesses, so teachers can adjust lessons accordingly.
* Teachers are being encourages to join edWeb for ideas on technology-related lessons pertaining to their content area.
 | * Some teachers are not interested in changing the way they teach the content standards, which results in lower use of technology.
* There are no plans or ways to assess technology use.
* Many teachers feel that adding more standards to an already overloaded workload will cause more work for them.
 |
| ***Summary of Results/Conclusions:***Based on ISTE’s Lead & Transform Diagnostic Tool, Adairsville Middle School is approaching the standard for curriculum framework (75/100). Adairsville Middle has numerous digital resources available to students and teachers, many of which are easily accessed at home. The media specialist is available to model lessons and to assist teachers in the use of technology in their lessons, but many teachers do not take advantage of this opportunity. Many teachers are unaware of technology standards, however some are using them unknowingly already. |
| ***Recommendations from Gap Analysis:*** AMS does not require students to take a technology literacy test. Allowing students to take a literacy test at the beginning and end of the year would allow teachers to see where students are struggling with technology use, and allow for teachers to work on addressing these issues and preparing students to be successful as 21st century learners. Showing teachers that many of the technology standards are easy to address in daily activities would help encourage more technology use. Utilizing the media specialist and the technology coach (when available) to model lessons that incorporate technology would help to increase the LoTi levels of many lessons being taught throughout the school. |
| ***Data Sources:****Adairsville Middle School:* *School Improvement Plan 2016-2017*. (2016). Adairsville, GA: Bartow County Schools.*Bartow County School System Technology Plan 2016 – 2019*. (2016). Cartersville, GA: Bartow County Schools. Retrieved from http://www.bartow.k12.ga.us/files/\_XNCxC\_/733b0e6ba774face3745a49013852ec4/2016-2019\_Bartow\_County\_Technology\_Plan.pdf*ISTE Lead and Transform Diagnostic Tool*. Retrieved from https://www.iste.org/standards/tools-resources/lead-transform/diagnostic-tool/questionnaire?QuestionTreeId=2&IsComplete=false&KnowledgeResultID=-1&ParticipantID=-1Personal communication |

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**Appendices**

**Appendix A:**



**Appendix B:**

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