**SWOT Analysis Template for Technology Planning Needs Assessment**

*What is the current reality in our school?*

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### ESSENTIAL CONDITION ONE: Effective Instructional Uses of Technology Embedded in Standards-Based, Student-Centered Learning

**ISTE Definition:** Use of information and communication technology (ICT) to facilitate engaging approaches to learning.

**Guiding Questions:**
- How is technology being used in our school? How frequently is it being used? By whom? For what purposes?
- To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?
- To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)

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<tr>
<td>• All teachers have been issued laptops, which they use daily for word-processing, email, and Internet access.</td>
<td>• Many teachers use iPads as reward mechanisms and free-time entertainment devices.</td>
<td>• Several teachers and administrators attended a Google summit in February. The school should consider becoming a GAFE school to provide collaborative opportunities to faculty and students.</td>
<td>• Teachers are resistant to change and do not want to incorporate technology.</td>
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<td>• Teachers are comfortable using the Smart Board for class instruction.</td>
<td>• Some devices are not used or rarely used.</td>
<td>• Several teachers from the school have attended conferences recently relating to technology use in the classroom.</td>
<td>• Teachers are fearful of using technology they do not understand.</td>
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<td>• Some teachers show an enthusiasm for using technology to engage student learning. These teachers utilize digital tools to create content.</td>
<td>• Technology is not used by the majority of teachers for research-based, best practices to support student achievement.</td>
<td>• Two teachers created a presentation for a local conference on using iPads for project-based learning.</td>
<td>• Students notice the disparity in technology use among teachers.</td>
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<td>• Students in the 5th and 6th grades move seamlessly between laptops, iPads and traditional learning tools.</td>
<td>• Teachers do not recognize the connection between technology and student achievement.</td>
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<table>
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<tr>
<th>Summary/Gap Analysis:</th>
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<tr>
<td>Technology is abundant at The Schenck School. Teachers are most comfortable using the technology that has been in place the longest: Smart Boards. However, there is a disparity between teachers’ use of technology. Some teachers are very comfortable using technology, while others seem to avoid it. The students feel this gap between teachers who do not heavily integrate technology and those who do. Teachers in the upper grades, especially 5th and 6th, tend to use technology the most. However, many teachers report and have been observed using technology such as iPads for reward and free time activities rather than for projects that require students to use higher level thinking skills.</td>
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<tr>
<td>The school has several opportunities at its disposal. Several teachers have attended conferences that relate to technology use in the classroom. A group of teachers went to a Google Summit and learned about Google Apps for Education. Google offers the free service of becoming a GAFE school. This opportunity could allow teachers to use technology tools for more collaborative work. However, this doesn’t help solve the threat of teachers not knowing how to incorporate technology to increase student achievement. In addition, many teachers are fearful of using technology and resistant to change. Teachers who have attended conferences can share with others information they learned and ideas they gained of how to incorporate technology with students. Teachers who resist change need to be introduced slowly to technology to increase their comfort level. Offering many small workshops and lessons could help minimize this threat.</td>
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<td>Teachers can further their understanding and knowledge of new forms of technology by taking home iPads in the evenings and on weekends in order to practice using them and gaining familiarity with them. Once teachers become more comfortable using technology themselves, they will feel more confident in their ability to use it with students.</td>
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**Data Sources:** Schenck School Education Technology Program Audit Report by Educational Collaborators; interview with lower school principal; personal communication with teachers; observations
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<th>ESSENTIAL CONDITION TWO: Shared Vision</th>
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**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/QCCs? To preparing tomorrow’s workforce? For motivating digital-age learners?*

- *What strategies have been deployed to date to create a research-based shared vision?*

- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

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<td>• The school has a clear mission and all the stakeholders are working and making decisions with this mission as their compass.</td>
<td>• There is not a clear vision for technology use at the school.</td>
<td>• Several private schools in close proximity have implemented technology plans.</td>
<td>• All teachers do not support the use of technology for student achievement.</td>
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<td>• Other schools around the country offer programs specifically for dyslexic students.</td>
<td>• Teachers have different views of how technology should be implemented in classrooms.</td>
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<td>• These schools could be looked at to gain an understanding of what technology vision is being achieved at similar schools in the private sector.</td>
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**Summary/Gap Analysis:**
The Schenck School completed a new strategic plan two years ago. That plan outlined a strong vision and mission for the school,
What is the current reality in our school?

which stakeholders support. This vision and mission drive decisions made at the school. However, the school is lacking a clear vision for technology use. The fast pace at which technology has changed and been incorporated into the school is creating the need for a clear vision of its use in the school. There are several private schools in the area that have been using Apple technology with students for many years. These schools could provide powerful examples of visions of technology use with students. However, not all teachers support the use of technology with students, especially with our student population. There is a belief that students need to feel the connection between pencil and paper when writing to create the multi-sensory learning experience which helps increase their memory of sound/symbol relationships. Viewing the technology use of other schools in the country that provide phonics-based instruction for students with dyslexia could help minimize this threat.

Data Sources: Schenck School Education Technology Program Audit Report by Educational Collaborators; The Schenck School Strategic Plan; observations
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### ESSENTIAL CONDITION THREE: Planning for Technology

**ISTE Definition:** A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

**Guiding Questions:**
- Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)
- What should be done to strengthen planning?

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<td>- The school’s current strategic plan incorporates technology implementation and staff development.</td>
<td>- The school does not currently have a formal technology plan consisting of a vision, mission, goals, and objectives for the technology program.</td>
<td>- The school is in the process of creating a technology committee with the intent of developing a technology plan.</td>
<td>- Our school has a unique mission. While referencing other schools’ technology plans could prove to be valuable, care must be taken not to dilute our school’s mission.</td>
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<td>- The school had a technology assessment conducted by an outside agency to guide future planning.</td>
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<td>- There are many resources available online, such as through ISTE, to help educators determine what essential conditions must be met in order to implement a successful technology plan.</td>
<td>- Teachers who do not support technology use may become resisters to any technology plan and its implementation.</td>
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<td>- The school recognizes the need for a technology plan.</td>
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<td>- Public schools as well as the Georgia Department of Education publish their technology plans online.</td>
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**Summary/Gap Analysis:**
The Schenck School’s recent strategic plan considered technology implementation and staff development. Part of the strategic plan recommended a technology assessment to help determine the direction the school should go regarding technology. The school conducted this assessment in December 2013. These steps show recognition of the need for a formal technology plan at the school. The Internet provides many valuable tools to help with the creation of a technology plan. The International Society for Technology in
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Education has created a list of essential conditions which must be met for schools to implement effective technology. This could be a valuable resource in the creation of a technology plan.

The Schenck School is in a unique position because it offers a remediation program where students attend the school for an average of three years. Students outplace and return to a mainstream school at that time. Viewing the technology plans of surrounding counties and the Georgia Department of Education Technology Plan provide examples of how technology is being used in other Georgia schools. The school’s technology plan should align with other plans since students will be leaving Schenck to attend these mainstream schools and need to meet their technology standards. However, the unique offerings of The Schenck School must be considered when developing a technology plan so as not to dilute the mission of the school.

Data Sources: Schenck School Education Technology Program Audit Report by Educational Collaborators; The Schenck School Strategic Plan; observations
**ESSENTIAL CONDITION FOUR: Equitable Access**

*ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.*

**Guiding Questions:**
- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arranged/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

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<tr>
<td>The school is well equipped with Smart Boards, projectors, document cameras, printers, laptops, and iPads.</td>
<td>Classes in the lower grades share sets of iPads.</td>
<td>There are two laptop carts with 12 MacBook Pros available on each cart for teachers and students to use.</td>
<td>It takes time to create units incorporating technology in engaged learning activities.</td>
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<td>Fifth grade classes have 1:1 iPads and a set of shared MacBook laptops.</td>
<td>iPad sets do not include one for teacher use.</td>
<td>There are 12 laptops available in the writing lab.</td>
<td>There may not be support from parents and donors to fund additional technology purchases.</td>
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<td>Sixth grade classes have 2:1 iPads and laptops for each student.</td>
<td>Teachers do not utilize laptop carts.</td>
<td>All teachers have their own MacBook Pro, printers, and Smart Boards in their classrooms.</td>
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<td>There are two sets of MacBook laptops on carts available for classroom use.</td>
<td>Devices are not always charged and ready to use when needed.</td>
<td>Teachers have software available to connect iPads to Smart Boards.</td>
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<td>Laptop carts are stored in a closet with a lock that teachers do not have the key to open.</td>
<td>The school’s wish list contains technology items that can be purchased when donors make contributions to the school.</td>
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<td>The school auction has</td>
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*What is the current reality in our school?*
### Summary/Gap Analysis:

The Schenck School is well equipped with technology. All teachers have their own laptops, which they may take home on evenings and weekends. All classrooms are equipped with Smart Boards and a printer. Teachers can check out projectors and cameras when needed. There are two sets of laptops on carts available for teachers to take to their classroom.

The newest technology introduced at the school is iPads for students. Grades K-4 and 6th grade share iPads in a 2:1 ratio. Fifth grade has 1:1 use of iPads. The sharing of iPads has made teachers reluctant to use them for projects because they are not always available for long periods of time. Teachers do not want to start projects and not have the iPads available for use in finishing the projects. The 1:1 situation in 5th grade shows an increased use of the iPads. Sets of iPads do not have one for a teacher to use while students are using them. This adds to teachers’ reluctance to incorporate them. The school has used contributions from donors and money raised from a paddle auction event for the school to purchase new technology. Avenues such as these could be utilized to purchase more iPads to help increase the use of them.

Time spent planning units that incorporate technology hinders using devices. Teachers are always trying to find enough time to accomplish all of their goals. Asking teachers to change the way they teach and plan units is frequently met with resistance. Having teachers focus on incorporating technology into just one unit as a goal for the year could help make this an achievable goal.

### Data Sources:
- Schenck School Education Technology Program Audit Report by Educational Collaborators
- Technology focus group: observations
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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 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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| - There are teachers with high levels of technology skills.  
- Most teachers know basic word processing and presentation software.  
- Despite the Director of Technology leaving the school in December, a level of consistency in technology use has been maintained. | - There is a disparity in the technology knowledge and skills of the teachers.  
- Teachers do not know how to implement technology in ways that target higher level thinking.  
- Teachers do not know how to troubleshoot basic computer problems that arise during lessons.  
- There is no person in charge of the day-to-day technology operations of the school. | - A mentoring program has been recommended in the recent technology assessment.  
- Teachers can search for videos to provide help for troubleshooting common problems.  
- The technology assessment assisted the school in creating requirements for the position of a Technology Manager. | - Teachers do not have positive associations with technology training.  
- Teachers have had technology not work when they were trying something new, so they are resistant to try again. |

**Summary/Gap Analysis:**
The Schenck School teachers are knowledgeable of basic computer skills, such as word processing, presentations, and spreadsheets. There are several teachers at the school who exhibit high levels of technology skills. While this disparity between the teachers is a
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<th>Weakness</th>
<th>a mentoring program would help match teachers with diverse skill levels together to maximize learning of technology and increase comfort level. This type of learning could also create a more positive association with technology training since methods utilized in the past have been workshops.</th>
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<tr>
<td>The Directory of Technology’s departure in December created an absence of someone in charge of day-to-day technology operations. While the school has maintained a consistent level of use in technology, the absence has been felt, particularly as teachers faced problems with technology during lessons. The Internet provides many options for help that could be utilized by teachers in the interim. You Tube, for example, offers videos that teachers could access to help solve simple problems.</td>
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<td>The school has placed a job posting for the position of Technology Manager to lead the technology department. This job description was created based on the research conducted by the technology assessment consulting group. Finding a suitable candidate for this position will relieve some of the anxiety teachers feel about not having skilled personnel on hand each day. This will also provide support for teachers and increase their confidence in using technology.</td>
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*Data Sources: Schenck School Education Technology Program Audit Report by Educational Collaborators; personal communications with teachers; observations*
### SWOT Analysis Template for Technology Planning Needs Assessment

**What is the current reality in our school?**

#### 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)?*
- *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?*

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</table>
| - The school values professional development and teacher advancement.  
- The school rewards teachers with opportunities to attend conferences out of state, paying travel and registration fees.  
- The school supports the attendance of teachers at local conferences through reimbursement of registration fees.  
- The school grants teachers the time to attend conferences without using paid time off.  
- The school reimburses teachers who attend conferences out of state.  
- The school provides reimbursement for travel and registration fees.  
- The school grants teachers time off to attend conferences.  
- The school reimburses teachers for their professional development expenses. | - There are currently no continual professional development offerings relating to technology at the school.  
- Professional development in the past has been presented in a “one size fits all” approach.  
- Professional development is usually offered in the morning before school starts, which is difficult for some teachers.  
- Teachers’ varying skill levels have isolated many from benefiting during professional development. | - Teachers should be encouraged to take advantage of personal learning networks, such as Twitter, education blogs, and education wikis.  
- Teachers should be made aware of online learning opportunities, such as MOOCs, webinars, online conferences, and online courses. | - Professional development is not tied to national standards for technology integration.  
- There are no consequences for not attending professional development activities.  
- Professional development relating to technology is presented as a separate topic. |
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<th>Teachers for tuition when seeking advanced degrees.</th>
<th>Workshops.</th>
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<td>• Older teachers are set in their ways and refuse to implement technology even after they have been taught how to use it.</td>
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**Summary/Gap Analysis:**

The Schenck School values professional development of teachers. Teachers are encouraged to attend conferences with the school reimbursing associated costs and allowing time off for teachers to attend without having to use paid time off. The school generously reimburses teachers for tuition associated with advanced degrees. While the school offers these excellent opportunities for learning, there is little professional development offered at the school or in informal situations. In the past, there has been more professional development offered, but time is always an issue. Many teachers have difficulty getting to school early or staying late due to commute times and family obligations. This makes it difficult to find time for professional development unless it is during the school day, which has its own complications regarding scheduling. Teachers are required to attend professional development, but there are no consequences for not attending. Thus, attendance is usually low.

Technology professional development has been offered at one level in the past and as a separate topic. Both of these situations create negative associations for teachers about technology. The varied skill levels tend to isolate teachers because those who need more time and explanation ask many questions, while those with higher skill levels begin to tune out and lose interest. Since these sessions are presented as separate topics, teachers do not automatically see ways to incorporate them into their daily lessons. Resources, such as personal learning networks, could help bridge this gap by allowing teachers to see how others are using technology in their classrooms.

**Data Sources:** Schenck School Education Technology Program Audit Report by Educational Collaborators; interview with lower school principal; discussion with Associate Head of School of Academics; observations
**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?

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| - The school has contracted an outside technology consulting group to serve our administrative technology needs until skilled personnel are hired in the technology department.  
- Equipment is current and software is up to date, making it reliable for instructional use. | - The contracted technology consultants are only on-site three days a week.  
- Their hours do not conform to the school day, so technical problems that arise outside of those hours are not handled in a timely manner.  
- This technical support group only handles break/fix issues, and has no knowledge of instructional concerns surrounding technology use. | - The contracted technology consultants have set up a help desk, which tracks tickets that come in and can identify trends in technology issues and fix them.  
- The school is actively seeking to hire a technology manager on a full time basis. Handling technical support issues would be part of his or her job responsibilities. | - There can be a long wait time to get help.  
- Teachers are frustrated because help is not available in the building every day.  
- There is no support staff available to provide instructional help. |

**Summary/Gap Analysis:**
The school is fortunate to have recently purchased equipment, which increases its reliability. In the absence of a Director of
Technology, the school has recognized an immediate need for technical support and is contracting with a consulting group, Orion. This has been helpful because technical issues do arise, even with relatively new equipment. However, Orion is only on campus three days a week from 8:30 to 2:30. If teachers need assistance when they are not on campus, they must call a phone number and speak with someone remotely. While this provides some support, it is not realistic for teachers to call and stay on the phone with technical support for an extended period of time. In addition, Orion is strictly functioning as break/fix support and making repairs to the school’s network. They do not have the expertise to provide guidance on instructional technology uses or support. Teachers feel a sense of frustration with this current technical support arrangement because of the part time nature of the position and their lack of instructional support. Hiring someone to manage the day to day operations of the school’s technology is a high priority, and a job announcement has already been posted. Filling this position will alleviate many of the problems relating to technical support at the school.

**Data Sources:** Schenck School Education Technology Program Audit Report by Educational Collaborators; personal communications with teachers; observations
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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? *(QCCs/NET-S)*
- 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/QCCs as appropriate?
- How is student technology literacy assessed?

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| • There are several teachers at the school who are aware of technology standards for students and teachers.  
  • The school supports teachers’ use of constructivist styles of learning and student-centered classrooms.  
  • The school recently made the change from having a computer class to having the computer teacher come to the class to incorporate technology into the curriculum. | • Many teachers are not aware of technology standards and do not incorporate these when planning lessons.  
  • There is no assessment device in place for determining technology literacy.  
  • There is no schedule for the computer teacher, and she may not see every classroom during the year. | • Teachers could utilize technology, such as a wiki or website, to share video examples of engaged learning activities.  
  • Teachers could also be asked to share ideas and experiences with technology used in authentic ways at faculty meetings. | • Being a private school, we are not required to follow state standards.  
  • Teachers are not aware of the technology literacy component of No Child Left Behind. |

**Summary/Gap Analysis:**
The school has recently made attempts to increase the connection between technology and curriculum by having the computer teacher come to the classroom to help incorporate technology into daily teaching. This move has not been well received by all teachers. The computer teacher does not have a set schedule for meeting with classes; therefore, some classes receive more time and assistance with
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Many teachers do not know where to begin with implementing technology, and it seems the teachers with higher skill levels are the ones taking advantage of the computer teacher’s new role. Having a set schedule for the computer teacher or keeping a log of her contact hours would help ensure equity in her visits to classrooms. Additionally, allowing teachers time to go observe technology used in constructivist ways in other classrooms would be beneficial. It could provide ideas for how teachers can implement technology in their own classes.

Not all teachers are aware of technology standards or see the value in technology literacy. Sharing examples of teachers using technology in ways that increase literacy while providing engaging learning experiences would help teachers recognize the connection between the technology and curriculum. However, the lack of knowledge about technology standards is an issue that needs to be addressed. In order to make progress, all stakeholders need to be aware of these standards.

**Data Sources:** Schenck School Education Technology Program Audit Report by Educational Collaborators; Technology focus group; interview with lower school principal; personal communications with teachers; observations